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THE AMERICAN School Board Journal

A Periodical of School Administration

In This Issue: **Principles of State School Administration**— *Grace*

"For These 4 Schools and Other Buildings We Specified Floors of Hard Maple"

All four Brainerd, Minnesota schools built in 1939 were floored with Northern Hard Maple in classrooms and gymnasiums. Above, the Harrison School gymnasium. Erickson and Company, Duluth, are the architects for all four buildings.

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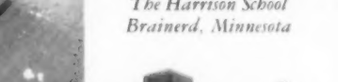
Architects-Engineers

The Whittier School
Brainerd, Minnesota

The Lowell School
Brainerd, Minnesota

The Harrison School
Brainerd, Minnesota



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Brainerd, Minnesota

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DECEMBER, 1940

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As Is the School Board So Is . . .

Many years ago someone coined the phrase, "As is the teacher so is the school." Nothing truer could be said. Then came along the one who said, "As is the school board so is the school."

The reasoning here was that only a good school board will select a good teacher and that a good teacher will mean a good school.

The fact is that an uneducated or even an inefficient school board does not necessarily mean a poor teacher. The story is told of a "roughneck" school board in a western town, consisting of members who were in part illiterate and dissolute in habits of life. And yet, they provided a splendid schoolhouse, hired an able principal and the best of teachers, and bought the best books and supplies that could be found.

At the same time the story has been told of an old-fashioned town in the East, whose school board consisted of the nicest kind of people. They were educated, highly respectable, ultraconservative, and economical. The result was a cheap school, meagerly equipped, and manned by an underpaid, discouraged group of teachers. Ergo, a poor school.

Illustrations like the above, of course, are exceptional in that they rest upon the extreme. The slogan "as is the teacher so is the school" holds in either case. Generally speaking, it would seem logical to hold that a good teacher is predicated on a good school board. Thus, one slogan need not supplant the other. Both have merit and may readily be blended into one. An incompetent school board may tolerate poor teachers. A good school board will employ only good teachers.

William George Bruce, Editor

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The contents of this issue are listed in the "Education Index."

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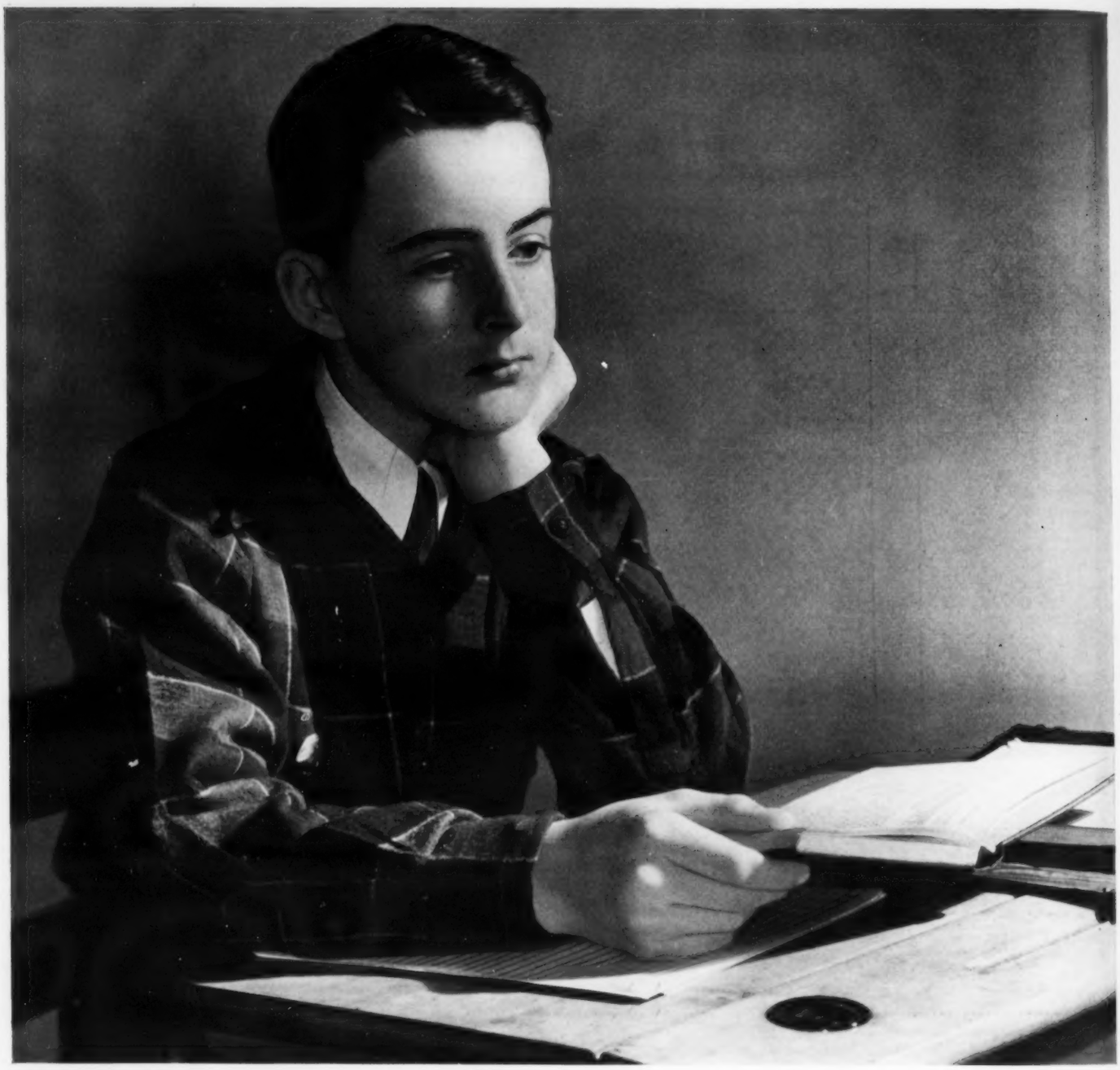

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THE AMERICAN
School Board Journal

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BOOK WORMS!

Pupil-Participation in the Selection of Content and Procedure

T. H. Schutte[1]

The social order is on the move — change is inevitable. As society assumes a greater complexity in its various aspects, change in the content and methodology, and indeed, in the philosophy of education become increasingly imperative. That is particularly true for content and philosophy. In so far as methodology is concerned it is not so much a matter of rapid change necessitated as it is a need of adjustment and perfecting in the light of new conditions. Some educators and educationists who look upon themselves as innovators would doubtless be surprised if they looked well into the pages of the history of education and there found that their reputed innovations have been advocated, if not actually practiced some centuries ago.

Pupil-Participation

The reading of some educational literature will, indeed, make one feel that the pupil has surely come into his own. He is to make the rules of the school and govern himself. He is to judge and punish the malefactors in his group. He is to determine the content, method, and activities for the educational procedure. Indeed, he is to become a sort of dictator for whom all must stand in awe. And his whims and selfish interests are catered to and must be gratified. Has the time come when we had better exterminate all parents, teachers, and preachers so that the sacred pupil will not be obstructed in his all-wise and divine desire?

Doubtless the earlier proponents and devotees to the idea of pupil-participation had a sane idea. The would-be ultra-left wingers have again made a mess of their devotion to a splendid idea. The originators of the idea of pupil-participation doubtless did not mean to supplant the teacher with the pupil. Nor did they believe that the pupil without training, maturity, or experience would surpass in pedagogical and scientific wisdom the teacher who had spent four or five years in college or university beyond high school to prepare for the task of teaching.

Let us visualize a spectacle something as follows: A trained, mature, intelligent, and conscientious teacher goes before a class of pupils and says: "Boys and girls what do you want to do today?" or perchance he says: "What do you propose that we do in this course for the next month, or the rest of the year?" If pupils have the ability to function adequately in response to such a challenge, we can hardly see why a teacher should spend time and money for a number of years of training.

[1]Head of the Department of Education, Director of Professional Training, New Mexico State Teachers College, Silver City, N. Mex.

It seems also ridiculous that the state should go to an expenditure of thousands if not millions of dollars to train its teachers when the pupils are wise, mature, and sincere enough to dictate to the teacher the path of training that should be followed. Doubtless pupil-selection of content and procedure does not mean pupil-dictation. Neither does it mean definitely pupil-initiation nor formulation. If it means that the pupil is led under wise teacher guidance to make proper choice and to accept wholeheartedly what he ought to do, being led through the teacher's guidance, problems, question, discussions and suggestions good and well, then it is not pupil-selection at all. It is still teacher-selection and predetermination, and we had probably better use some other designation for such procedure and avoid confusion.

Doubtless good psychology applied to teaching would demand that the interest aroused in pupils, the suggestions which are prompted in their mind and their problems and proposals should not be brushed aside ruthlessly but should be given due attention when not too far afield. If this however is called pupil-initiation, pupil-formulation, or pupil-participation in selecting content and method, it seems that we are taking wide liberties in the use of language. Such expressions can succeed only in deceiving the unwary teacher and confusing those who have sense enough to know the impossibility of adequate guidance by the pupils.

Indirect Guidance by the Teacher

Let us imagine a pupil somewhere from grade six to grade twelve in the public school outlining a course in history, geography, mathematics, English, or science. The first difficulty with which he would be confronted is that he would know nothing to suggest, for he knows none of the facts, principles, and procedures which are legitimately involved in such a course. If the retort is that the teacher must find some interest which the pupil already has and then by wise leadership and guidance steer the pupil into the proper path, we are merely deceiving ourselves. This is not pupil-guidance or guidance by the pupil, it is teacher-determination, guidance, and direction. Outstandingly, the pupil will be able to suggest nothing for he knows nothing to suggest. If the pupil is a reasonably normal pupil in good health and is given an opportunity to suggest what he would do, he will most likely suggest football, a dance, a joy ride, a picnic, a movie, or something of the like. It is hardly likely that the average pupil would be able to suggest a study of the trade winds, of the westerly winds, of timber areas, of population centers, or problems in mathematics and science for which he will have definite need in a short time. If the retort again is that the teacher should lead the pupil to sense the need of such problems and then cause the pupil to suggest the content that is necessary, we are again advocating teacher-predetermination and teacher-suggestion.

To voice a sentiment against the foolish interpretation so commonly placed on the idea of pupil-participation in selecting content and method is to invite criticism and to cause oneself to be branded as a reactionary or perchance even an autocrat seeking to wield a dictatorial influence over the plastic and innocent mind of innocent children. It is precisely here that the folly of such discussion enters in. Doubtless it is a function of the school to lead the learner to see problems, to be willing to assume responsibility, and finally to become a leader in many experiences in life. Let us however not forget that he who has never learned to become an adequate and intelligent follower will likely not become an adequate and intelligent leader. Moreover, let us not deceive ourselves into thinking that all pupils, no matter what methods may be used, can be made fundamentally to assume the role of leadership. The great mass of the population always has and always will necessarily find itself fundamentally in the role of followers.

Teach What and How to Think

Psychologically it is folly and socially it is undesirable to lead the pupil to believe that he is sufficiently capable to guide and direct his course of action ethically and educationally. Moreover, to lead the pupil to believe that he is thinking when he is merely rearranging his prejudices and airing his whims and desires, is detrimental from a standpoint of mental health and citizenship. When we analyze the sociological atmosphere of society today we find precisely that here is one of our great weaknesses. For instance, politically, religiously, and from many other standpoints the very ignoramus is ready to force his ideas and his whims upon his compatriots and demand of them obedience to his dictates and will. Usually the less information he has the more ardent will he be in voicing his opinion and insisting that others believe and act as he does. Such procedure savors very much of theories many teachers are advocating today when they say: "I do not care if the pupils in my classes do not know the facts of the subject I am teaching because what I am after is to train them to think." The writer has often wondered whether such teachers are merely talking because they like to hear the noises they can make vocally, or whether they believe such thinking can go on in a complete vacuum and without information.

(Concluded on page 79)

Principles of State School Administration

Alonzo G. Grace[1]

A principle in a prudential discipline such as administration may be defined as a generalized rule of action which has achieved success in producing desired results in repeated similar situations. *In a modern public organization the desired results are satisfaction of the public will with maximum service at minimum cost.* Through many years of effort on the part of administrators and scholars, certain rules have been formulated which seem to obtain more or less pragmatic validity in situations making up the various branches of public administration. The following are the principles of administration underlying the organization of the Connecticut State Department of Education.

1. The Effective Management of an Enterprise Requires the Delegation of Authority and Responsibility.

Responsibility and authority run parallel throughout a system. As authority is delegated to a member of a staff, responsibility also must be delegated and accepted by the individual. The two extremes of this principle should be avoided; that is, the delegation of too much or too little responsibility and authority. It is a correlation of authority and a joint responsibility.

There must be, therefore, a functional definition of each job if morale and efficiency in the organization be maintained. Failure to do this results in petty jealousy arising over the functions of a person or a bureau. *It is the business of an organization to get a job done — not to build up vested interests.*

2. The Objective of the Organization Should Be to Get the Greatest Return from Every Dollar Expended.

Intelligent economy is a first principle of good administration, whether it be in government; in education, as a part of a governmental structure; in social agencies, public or private; or in other community associations. This is a principle that should prevail during prosperous years, as well as during periods of depression. It takes no great administrative genius to spend money. This is especially true when there appears to be no limit to the funds available. But it takes moral courage and the ability to set aside personal convenience and political expediency, to administer an institution wisely and effectively. *A governmental agency is merely the custodian of the tax moneys supplied by citizens for the services demanded by them and in the interests of their own advancement and security.* Capacity to pay or the purchasing power of the many should be a criterion to observe in administering and expending funds or increasing services and functions rendered to and for the people. The benefits derived from these services and functions should be the criterion for their continuance.

[1]Commissioner of Education, Hartford, Conn.

3. The Purpose of the State Should Be to Strengthen Local Control and Local Initiative and Not to Supplant the Local Governmental Structure.

The trend in the country over the past generation has been toward the strengthening of state and Federal Government at the expense of the local unit. While it is obvious that many units of government, conceived during the pioneer era in the evolution of American democracy, are no longer able, independently and separately, to provide all the services now demanded by the people, the solution does not lie in a superstate government or in a Federal Government which will absorb the functions and the services of the smaller units. Without the sustained interest of the governed, the policy-determining function which belongs to the people may be absorbed by those who make a profession of government.

The success or failure of government and the quality of service it renders rests in the last analysis upon the capacity and the character of the men and women who constitute it. There must be in government men and women who have capacity and character, and who believe implicitly in rendering a service, rather than in building up a vested interest. Sometimes, those too close to a job fail to realize that the security of the democratic order is vested very largely in the continuance of local units of government, sufficiently large to provide a reasonable service and to encourage the continuance of the interest of all people in government.

It is the state's obligation, however, to guide the destiny of local school systems at all times. The educational interests of the children as well as those of the state must be protected against petty localism. This requires that the State Department of Education not only guide the local school systems through leadership, service, and research as previously indicated, but also that the department, through wise administration, prevent local controversies, jealousies, and selfish interests from jeopardizing the educational interests of the children, the community, and the state. Government exists for a people, not the people for government. The machinery of administration must expedite and not impede instruction.

4. The Successful Operation and Maintenance of an Organization Depends Largely Upon the Factor of Good Will.

This principle is of fundamental importance to the administrator and to the organization. There must be good will between the administrator and the personnel, the organization and the public, and between the department and other governmental departments and agencies. In public relations the individual must use tact and judgment. This means respect and sincerity and not flattery. It does not mean the forfeiture of the right of independent thinking. It means sound judgment on the part of the individual.

Snap judgment on matters should be avoided in those cases involving policy. It is not the business of a department, for example, to superimpose ideals or philosophies on communities. A department of education should aid communities to grow and to progress. It should be remembered, too, that mere change does not indicate progress. Good will is of infinite importance to the development of this organization.

5. An Effective Organization Must Have a Program Democratically Determined.

The strength of an organization is vested in the competency of the individual members therein and their ability to work as part of the organization. Each individual who is a member of the organization is an integral part of that structure. It is essential, therefore, that the individual member appreciate not only his relationship to the whole but, also, his responsibility for an integral part of the total program. Whether one be a stenographer or a specialist, he has a major job to perform. The staff, therefore, must be kept informed on all matters pertaining to the organization. Each individual member of the organization must know the goals, the objectives, and the direction the organization is taking. It is important, too, that each member of the organization have a voice in those decisions which affect him and his ideas concerning the administration of the organization.

The ideas of the individual should be respected. *An individual without ideas should not be in a place of responsibility.* It is important, however, that the individual be given full credit for his ideas; and that in the production of departmental documents, those individuals who have made the contributions be given due recognition. It is not the function of a division or bureau head to blue-pencil either the ideas or the contributions of the individual staff member because these do not agree with his particular philosophy. These matters should be cleared through an administrative or supervisory council, or through whatever agency has been set up for a clearance of ideas and procedures.

While there must be organization for effective administration, the organization should not be of the type that prevents any member from discussing problems or procedures with others who may be able to render assistance. It is important to understand that the organization does not exist for the individual or to perpetuate a particular bureau, division, or other unit. It exists to provide leadership, to render service, and to provide research as a basis for determining policies when and where they are needed.

6. A Clear Separation Between Policy Determination and Administrative Functions Is Essential in An Effective Organization.

The establishment of educational policy is a major function of the state board of education. The determination of policy involves the formulation of underlying principles rather than the development of details. The board will leave the detail for others. This is administration. Generally speaking, administrative detail will be more effectively accomplished by the trained specialist. The determination of policy is fundamental and a most important aspect of the educational organization. On the basis of the objective evidence derived through the program of research and planning, through experimentation or through other channels, the board will be furnished the basic evidence on which it may deliberate and form its policies. Policies, as previously stated, are the principles upon which we operate as a system of education.

Too frequently full information is not presented to a board of education. For example, in the matter of appointment, it is the function of the chief executive officer to *select and to nominate* individuals for appointment, but it is the fundamental prerogative of a board to *elect*. This should be a mutual responsibility. That is to say, the board should have complete information on the individual before it passes judgment. Free and full discussion by members of a board not only should be encouraged but should be a requirement for a final decision. It is only by putting all the facts on the table that a satisfactory decision can be reached. The establishment of sound policies and courageous administration are equally essential in the conduct of a school system.

7. The Special Function of Each Unit in the Organization Must Be Clearly Defined and Understood.

A clear definition of the function of each division, bureau, or unit in the organization is essential to avoid overlapping, duplication, and lack of unity. It also tends to fix responsibility and to eliminate "buck passing" within the organization. Definiteness of function is an essential principle of administration. It is only when each member of an organization knows his function, his relationship to others in the organization, that effective administration is possible.

8. The Organization Should Utilize to the Maximum the Special Capacity of Each Part of the Personnel and Material Equipment.

Each member of the staff so far as possible should be assigned to the special work for which he is best fitted. It is the primary purpose of the organization to place the person best fitted for the job in that job.

The personnel of an organization should be selected and retained on the basis of ability to contribute toward the solution of the common problem. Effort should be made to integrate each individual with his job. Efficiency should be rewarded and inefficiency penalized. There must be careful attention to hours, leaves, and working conditions. There must be security, but not of such a nature as to encourage stagnation and protect the inefficient. Turnover should be held at a minimum, consistent with efficiency.

On the other hand, every individual in the organization should prepare himself for promotion whether it be within state service or in areas outside. It should be the responsibility of the organization to enable the members therein to grow on the job. If the organization itself cannot provide a promotion, no effort should be spared to place the individual in other organizations or elsewhere if that be the only possibility of recognizing the individual's worth. Professional personnel should not be assigned to nonprofessional duties. A teacher's time should not be spent in routine clerical work. Members of a highly specialized type should not spend their time in routing work. It is essential that the members of an organization grow on the job.

It should be the function of the organization to secure the maximum use from the facilities available. In planning a program or in the addition of new equipment, we should make certain through proper scheduling of classes or proper use of buildings and equipment, that the facilities are used to the maximum in every respect. Frequently, poor scheduling of classes or inability to use a building to its fullest capacity, for example, means the addition of plant facilities or equipment facilities which would not be required if full consideration had been given to the matter of utilization.

9. There Should Be Integration Among the Governmental Units Concerned with the Same Problems or Areas.

A state department should cooperate with other departments in the state government. There may be other departments performing functions that normally belong in the department of education. On the other hand, there may be areas in which many departments must cooperate toward the attainment of a particular goal. It should not be the desire of any department or the objective of a particular agency to build up a bureau or to add services merely for the sake of a large department. We should utilize to the greatest advantage the services already available in the state or in the community, and in the long-time program every effort should be made to place services in those areas in which the most effective results may be attained. There must be a clear division of functions between the various levels and fields of government. It must be clearly borne in mind, too, that the policy for public education will be determined by the state and local boards of education. This is essential because of the nature of the educational process.

EDUCATION AND RELIGION

Most important among the principles that we Americans regard as fundamental are the principles of religion. Without knowledge of these, all our teaching goes for nought. We cannot set up the school in place of the church; we cannot say that character training is complete without religious training. We cannot have child guidance without divine guidance. The truly great teachers know this. — *Dr. Harold G. Campbell*, superintendent of schools, New York City.

The World's Best Illuminated Schoolroom.

A piece of sky brought indoors is this classroom in the Caledonia School, East Cleveland, Ohio. The room employs fifty Mazda fluorescent lamps which consume 2500 watts and provide fifty footcandles of illumination at desk levels. The installation is clearly experimental and was designed by L. S. Ichis of the G-E Engineering Department, Nela Park, Cleveland, Ohio.

Portland Builds Play Fields for Health and Physical Fitness

Eldon I. Jenne[1]

Since June, 1939, School District Number One, Portland, Oreg., has been actively engaged in improving, remodeling, and building new health, physical education, and recreational facilities. To date the school district has built by contract jobs 4 multiple-use tennis-court areas at a cost of $8737.78; remodeled one high school shower room for girls, with 25 open and two closed shower heads at a cost of $3789; built a new high school girls' shower room with 14 open shower heads and a new rest room for a total of $3170; built a new shower room — with 20 shower heads — and a new locker and storage room for high school boys at a cost of $4134; remodeled an entire basement of a high school gymnasium and built for both boys and girls new shower rooms, each containing 30 open shower heads, locker, dry, storage, rest, and office rooms at a cost of $15,837.

The school district has also sponsored WPA projects involving an expenditure of more than $500,000.

Two new elementary school gymnasiums have been built.

A $141,545 project was set up for the general improvement of the elementary school playfields. This work is about completed, and most of our 69 elementary school grounds have been graded and resurfaced. In many cases new play facilities such as outdoor basketball, handball, and volleyball courts, softball backstops, goal posts, sandboxes, and jumping pits have been provided.

Another project of $331,610 to build 4 standard athletic and auxiliary fields together with tennis courts was started August 14, 1939. This project is now nearly completed.

The seven members of the board of school directors have been recreational minded and have realized that the education of the child does not stop in the classroom, but must be continued on the playfield, under proper leadership, so that he may become educated physically and socially. The district is fortunate in having a superintendent of schools such as Mr. Ralph E. Dugdale, who came to us in the summer of 1937 to take charge of the educational destinies of Portland's 43,000 school children. One of the first things he did in his reorganization program was to join the two formerly separate departments of Health Education and Physical Education into a new Department of Health, Physical Education, and Recreation. The director of this department, together with the superintendent of properties for the school district, is held responsible for the proper planning and building of facilities relating to the department.

All of the playfields in the city of Portland enjoy beautiful settings of needlewood trees which are green the year round.

With the new and improved facilities as described above, and with still more projects planned to come, the Portland schools should turn out healthier and hardier children; and since national defense is concerned with man power as well as machines, the Portland School District is contributing greatly to the promotion of national preparedness and national welfare.

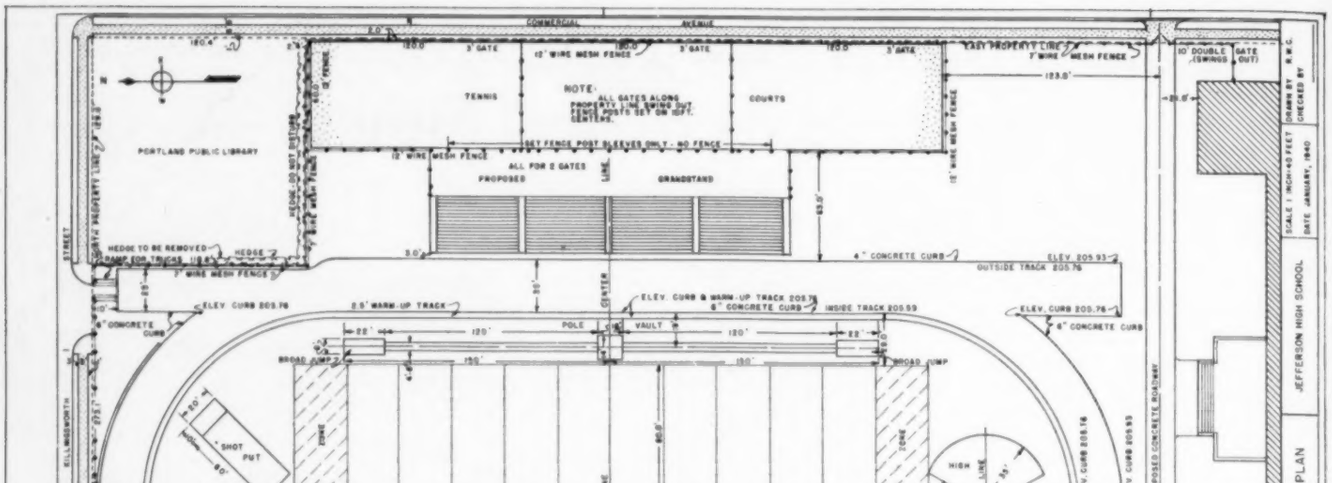
The shotput area is within the track.

A detailed description of the construction of the athletic fields follows. The reader is cordially requested to inquire further or make suggestions regarding them.

The Athletic Field

Each field is surrounded by a standard, quarter-mile running track. Two of the fields have a total length of 509.6 ft., and are 258 ft. in width, with a radius of 129 ft. for the curved ends of the track. They have a 30-ft. track straightaway of 560 ft. Another field is 532.4 ft. long, and 218 ft. wide, with a radius of 109 ft. for the curved ends of the track. It has a 30-ft. track straightaway of 583 ft. The fourth field is 430 ft. long, 329 ft. wide, and has a 30-ft. track straightaway of 470 ft. This field is not like the others in that it has at the corners of the field four turns of 119-ft. radius. At each end of the field is a 91-ft. straightaway between the curved corners of the track. At each side of the field is a 192-ft. straightaway between the curved corners. The lengths and widths of the fields described above are measured from the track sides of the inside curbs of the running tracks. The reason for the variation in size and shape of the four fields is that they had to be built upon the spaces available at the respective schools. The two fields with a radius of 129 ft. and a true semicircle for the curve of the track provide ample space for field events between the football field and the inside curb of the track. A baseball

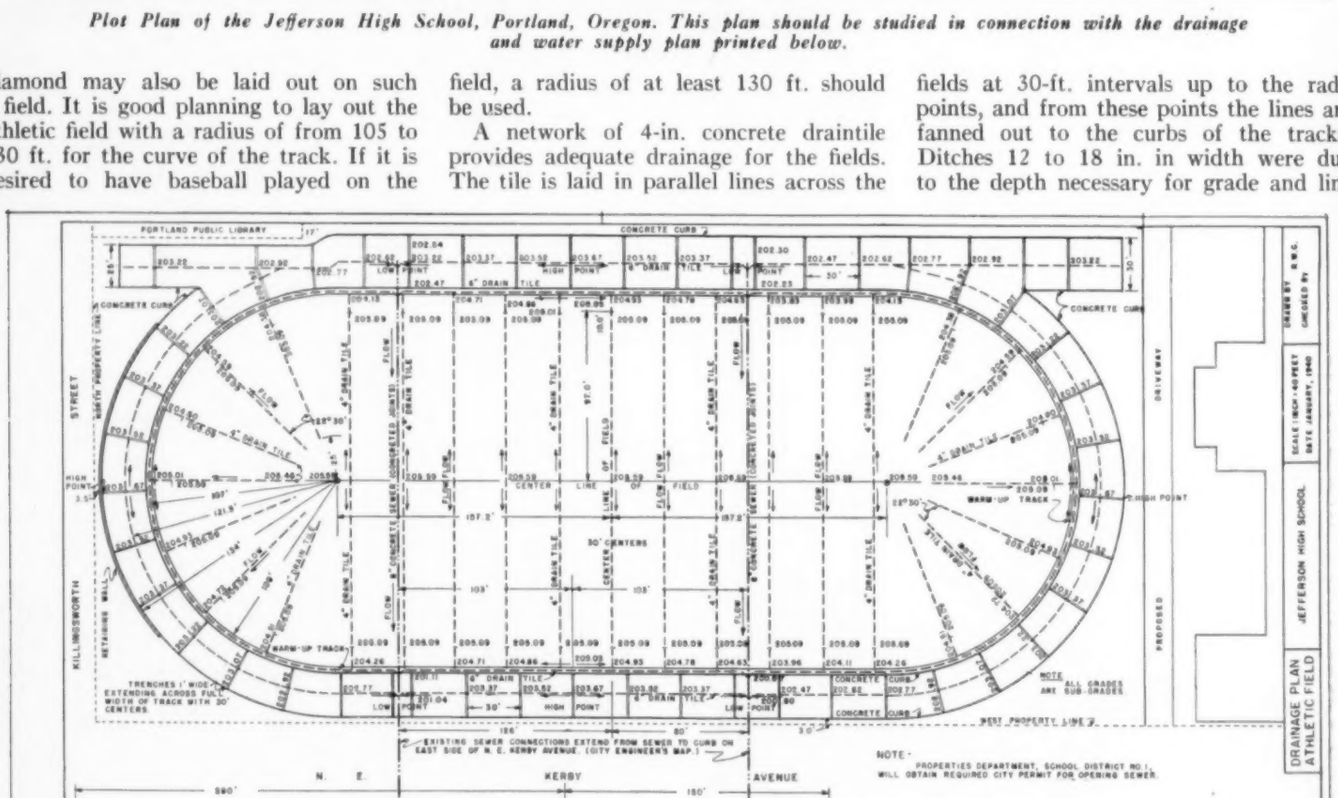
[1]Director of Health, Physical Education, and Recreation, Portland Public Schools, Portland, Oreg.



Plot Plan of the Jefferson High School, Portland, Oregon. This plan should be studied in connection with the drainage and water supply plan printed below.

diamond may also be laid out on such a field. It is good planning to lay out the athletic field with a radius of from 105 to 130 ft. for the curve of the track. If it is desired to have baseball played on the field, a radius of at least 130 ft. should be used.

A network of 4-in. concrete draintile provides adequate drainage for the fields. The tile is laid in parallel lines across the fields at 30-ft. intervals up to the radii points, and from these points the lines are fanned out to the curbs of the tracks. Ditches 12 to 18 in. in width were dug to the depth necessary for grade and line



Drainage and Water Supply Plan, Jefferson High School Athletic Field, Portland, Oregon.

of the drainage system, and in the bottom of the ditch a 3-in. layer of 2-in. gravel was placed. Upon this layer each tile, 12 in. in length was laid with ¼-in. open joints. Over the top of these joints a 4-in. strip of tar paper was placed. The ditch was then filled with a 2-in. gravel to within 5 in. of the finished grade of the field and topped off with 5 in. of topsoil.

The field drains empty into a 6-in. intersecting concrete draintile which follows along the field side of the inside curb of the running tracks and which was laid in the same manner as described above. This 6-in. intersecting line drains into an 8-in. concrete sewer tile, with concreted bell joints. The sewer tile in turn empties directly into the main city sewers.

A crown of approximately 12 in. was used on each field for surface drainage.

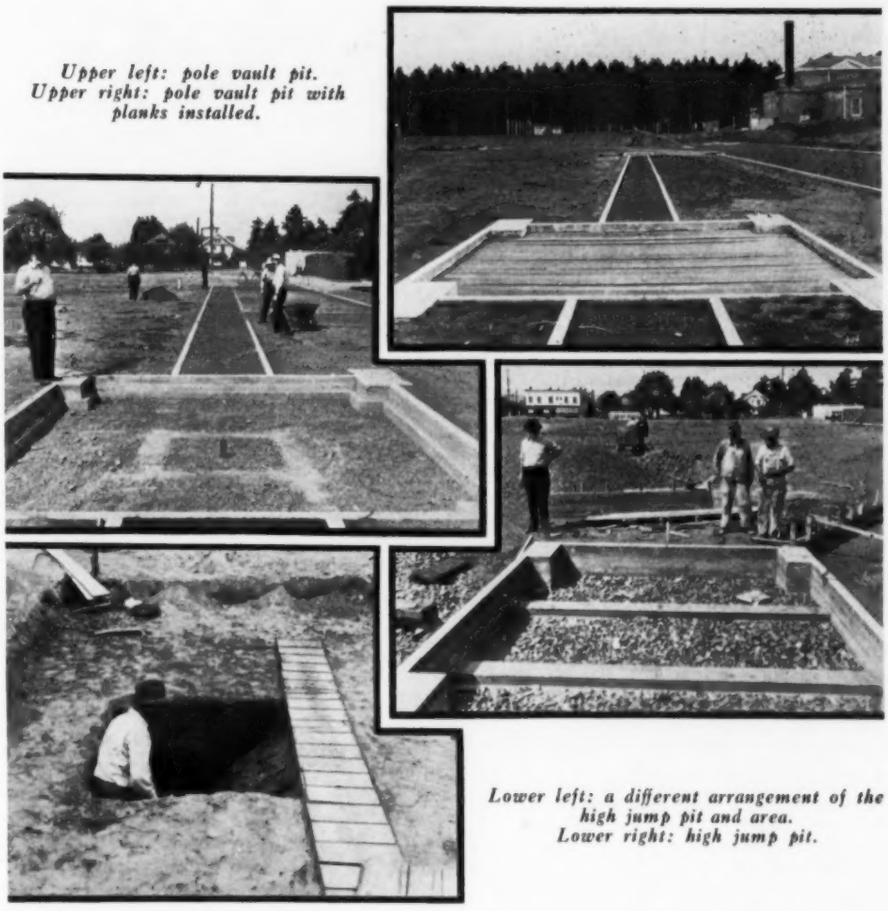
A special feature of the fields should be mentioned right here; namely, the warm-up track. This a 2-ft. 6-in. running track built directly over the 6-in. draintile. It is constructed in exactly the same manner as the main running track and serves as a track on which athletes may warm up before the meet or their particular event. Such a track preserves the condition of the regular track and at the same time serves as a unit of the drainage system.

The football goal posts are set in concrete sleeves which are open at top and bottom so that they may be removed when desired. The sleeves are set upon 6 in. of 2-in. gravel to insure drainage. The top of the sleeve is 2 in. below ground level so that it may be capped and covered with dirt or turf when the goal posts are removed. The center points of the fields and the four corners of the football fields are permanently marked by a 2-in. pipe which is filled with concrete and set in a concrete footing 2 in. below the surface of the ground. A brass screw set in the concrete-filled pipe marks the exact point.

Four inches of topsoil suitable for growing a good turf was spread over each field at the completion of the grading. The fields will soon be seeded with a mixture of 35 per cent Fescue, 25 per cent Bluegrass, 5 per cent Colonial bent, 5 per cent Seaside bent, 10 per cent Highland bent, and 20 per cent Crested Dogstail.

A rotary, pop-up sprinkling system which will water the track as well as the field is also installed. The pop-up sprinkling heads are equipped with heavy rubber sleeves and caps which protect the players from injury.

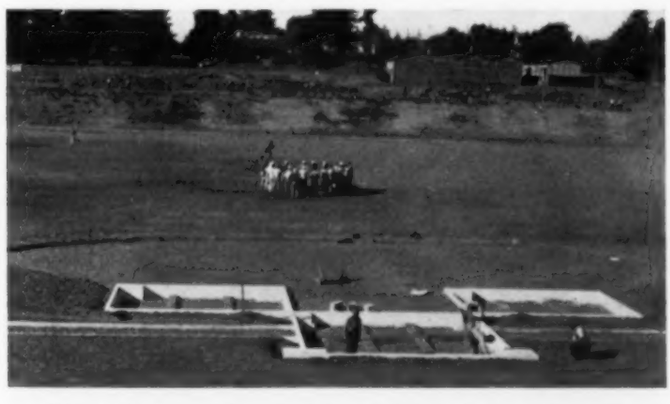
The pole vault and broad-jump pits are located between the curb of the straightaway side of the running track and the side line of the football field. This location places them immediately in front of the concrete stands with the vault pit exactly at the center. The center of this pit is 19 ft. from the inside curb of the running track. This distance is taken so that a vaulting pole, falling at right angles to the vault runway, will not interfere with those using the warm-up or main running track. The pit itself is 16 ft. square with 2 by 4-ft. flat concrete slabs for sliding the standards back and forth, at each of the four corners. The sides of the pit are made of concrete, 18 in. in depth, poured upon 6 in. of coarse gravel. The first 10 in., measuring from the base upward, is 8 in. thick and the last 8 in., 4 in. thick. This provides a ledge 4 in. wide, upon which planks 4 in. thick, 12 in. wide, and



Upper left: pole vault pit.
Upper right: pole vault pit with planks installed.

Lower left: a different arrangement of the high jump pit and area.
Lower right: high jump pit.

Placing the foundation for a main track. The practice track is just inside the main track.



The high jump and pole vault pits are midway in the long side of the track near the spectators' stand.

16 ft. long are placed across the pit. When shavings are piled high over these planks, and the vaulter lands in the pit, the jar of falling is broken by the resultant give or spring. In the center of this pit, and all other jump pits, is a 4 by 4-ft. sump 5 ft. deep filled with 2- to 3-in. gravel to insure good drainage of the pit. This pit is braced at its base with four 4 by 12-in. concrete struts 16 ft. long, two of them running in each direction across the pit. Cinders cover the coarse rock base of this pit to the level of the struts. This affords a spring space of 6 in. for the plank.

The pole-vault runways, which approach the pit from two directions and run parallel to the curb of the track, are 120 ft. long and 4 ft. wide. They have concrete curbs 4 in. wide by 10 in. deep. Five inches of 2-in. gravel covered with 1 in. of ¾ to ¼-in. gravel form the base of these runways, and 4 in. of compacted processed cinders (3 parts of cinders to 1 part of clay) laid in layers of 2 in. each bring the running surface flush with the curbs.

At both ends of the pole-vault runways are broad-jump pits which are 22 ft. long and 8 ft. wide. These pits are bordered by concrete curbs 4 in. thick and 18 in. deep. They are similar in construction to the pole-vault pit except that each of these pits is braced at its base with three 4 by 12-in. concrete struts 8 ft. long running across it. These pits are filled with sand. This kind of arrangement for the pole- and broad-jump pits places these spectacular events directly before the spectators. The pole vaulters may use one runway for their event and at the same time the broad jumpers may use the other runway. The curbs of the 120-ft. runways are marked at 3-ft. intervals for the convenience of the jumpers in locating their marks. This eliminates a lot of tape measuring by each contestant.

The high-jump pits (with one exception) are located in the curved ends of the field directly behind the football goal posts. These pits are 18 ft. long and 12 ft. wide with flat concrete slabs 3 ft. by 1 ft. 4 in. at each corner upon which the jump standards are placed. The walls are braced at the base by 2 concrete struts, 4 by 12 in., and 12 ft. long, running across the pit. Otherwise the high-jump pits are constructed just the same as the other pits. These pits have two approaches for the jumpers in circular segments of a 35-ft. radius. The radius point is taken from the center of each side of the pit. The cutoff curb lines of the circular segment are at a 30-deg. angle to the extended sides of the pit. Two approaches to a high-jump pit are desirable, since it is difficult to keep a high-jump take-off in good condition. This arrangement also affords an opportunity for the jumpers to take advantage of the wind or at least not to be handicapped by it. The approaches are a duplication of the pole-vault runways in construction. They are bordered by a concrete curb 4 in. wide and 10 in. deep.

A special shot put area is placed at the other end of the field (with one exception) just behind the football goal posts at an angle of 45 deg. to the longitudinal center line of the field, so that the spectators may see approximately how far each contestant puts the shot. This area is 70 ft. long and 20 ft. wide and is bounded by concrete curbs 4 in. wide and 10 in. deep. It is constructed the same as the high-jump approach. A 4-in. concrete curb runs across this rectangular area parallel to and 10 ft. from the track end, thus affording a 10 by 20-ft. space in which the shot-put rings may be shifted. Running this 4-in. concrete curb across the total area leaves a 60-ft. shot-putting area, which at the present time and in the light of existing records, is adequate.

On many athletic fields the shot falls on the turf, leaving depressions which must be repaired. It should be a simple matter to drag and smooth the cindered area described above.

The safety angle has been carefully considered in constructing these fields. The pits, curbs, and runways are flush with the ground, and all the drainage is underground. A field planned in this manner has a smooth surface with all possible hazards removed.

A bird's-eye view of a main running track with center and cross drains.

The Running Tracks

The regular running tracks are 30 ft. wide on the straightaway side and 25 ft. wide on the curves and opposite side. The inside curb is 6 in. wide and 18 in. deep, and the outside curb is 4 in. wide and 18 in. deep. The outside curb is about 2 in. higher than the inside curb. Expansion joints are placed in the curb every 20 ft. A 6-in. concrete draintile resting upon 3 in. of 2-in. gravel is located in a ditch in the center of each track. French drains 1 ft. wide properly sloped and filled with 2-in. gravel extend across the full width of the track on 30-ft. centers. The base of each track consists of 6 in. of 2-in. gravel. Three inches of ¾-in. gravel are placed on top of the 2-in. material, followed by 1 in. of pea gravel. Two inches of compacted raw cinders are next added, followed by 4 in. of compacted processed cinders (5 parts of cinders to 1 part of clay). The surface of the finished track is 2 in. lower than the curb. It is much easier to drag and maintain a track which is somewhat lower than the curb.

Each of the fields is enclosed with a 7-ft. galvanized-after-weaving No. 9, 2-in. mesh chain-link fence. The 2-in. O.D. galvanized-iron-pipe fence posts are set in concrete footings 12 by 12 by 36 in. on 10-ft. centers. Three strands of barbed wire are attached to arms extending inward at a 45-deg. angle from the top of the fence. A suitable number of gates are provided. The fences are set in several feet from the property lines so that suitable plantings of shrubs may be made as desired.

These four new athletic fields are not built solely for the use of the interscholastic athletic teams, but also for the use of all students taking the required physical-education classwork, for intramural activity, and for the community at large for recreational purposes.

A petition to the Boston school committee has recommended a change in the manner of saluting the flag in the schools, because it is too much like the Nazi salute. The committee concluded to ignore the petition. The Boston salute was in use long before Nazism was thought of. The salute complies with the code of the United States Flag Association. It provides the placing of the right hand first over the heart, then extended, palm upward to the flag.

Supervision—The Little Man Who Wasn't There

Worth McClure[1]

Teachers and principals in a medium-sized western city recently rated each other on 15 qualities. Professional loyalty ranked third when the principals rated their teachers; but when the teachers' ratings of their principals were compiled, professional loyalty, like Abou Ben Adhem, led all the rest.

Teachers in the city of Tacoma, Wash., at the request of their principals, recently marked these principals upon professional activities and personal qualities. Again the quality of professional loyalty stood high upon the list in the teachers' judgment. Yes, teachers do like to feel that the principal is "standing by."

Seventeen members of the superintendent's council committee of the Seattle Grade Teachers Club were asked to list informally on the basis of their entire teaching experience some of the most helpful and some of the most detrimental things that principals had done. Altogether they listed a total of 144 positive and negative items. Of these, 59 referred to the importance of the principal's loyalty to the teacher. "She needs to have faith in him, know he will stand *in back of her,*" wrote one teacher who could have added "and not *too* far back at that." "A solid wall behind you," was the expression another used.

A wise supervisor reports, "Teachers like loyalty in a principal. They like to feel that he is standing by." "Oh, for a word of praise," wrote one teacher recently on her questionnaire about administrators in general. "If my principal would only commend me when I have done a good piece of work," wrote another. These statements were quoted by one of a hundred classroom teachers who were reporting to a group of administrators making a study of themselves.

According to another teacher, one principal spoiled her chances of establishing a feeling of understanding by sitting in the back of a (new teacher's) room taking notes for two hours on the second day she was there. "I believe we'd all have to be pretty sure of ourselves," wrote the teacher, "to want anyone taking notes for two hours."

"Constructive praise"; "showing confidence"; "giving credit when due" — these were the kind of things which as one teacher put it, "gave me confidence and spurred me on to endless effort professionally."

"But," the earnest principal asks, "where does *supervision* fit into this picture? How many teachers' meetings; how much time for classroom visiting; what about bulletins, professional study, and all the rest?"

Thus does supervision — the little man who wasn't there — continue to haunt the professional stairway.

Now that Thanksgiving Day has been changed, I wish something could be done about that word *supervision.* I should like to substitute for it the term cooperative study. Supervision, somehow, gets directed at personalities. Cooperative study attacks problems. Supervision focuses its microscope on teachers; cooperative study on the growth of children. When we abolish this needless personal element, focus on problems, improvement of teaching proceeds apace for we see the personality of the teacher come out of its strait jacket.

A Two-Way Street

We administrators properly set much store by the loyalty of our teachers to administrative leadership. But the administrator-teacher relationship is a two-way street. So is professional loyalty. Let me speak a word here in behalf of the loyalty of leadership to the members of the teaching staff.

I think we ought to face the fact that supervision in the old sense with its ex cathedra approach, its ponderous ritual of meetings, bulletins, check lists, and visits does not fit the traditions of the American public school. On the other hand cooperative study is a part of its very genius for the school has a unique place in American life. Let us lay out a few descriptive propositions to help us see that this unique place of the school calls for a unique relationship between principal and teachers.

Proposition 1: A school is not merely a beautiful building no matter how lavishly equipped with furniture, books, and apparatus. A school is a living spirit, blossoming with the daily triumphs of boys and girls under the inspiration of skillful teachers, breathing life into material surroundings, be they rich or poor.

Proposition 2: The American school in a very distinctive sense represents the *unfolding* ideals of a people. Local communities control American school policies absolutely, are jealous of the control and quick to resist interference with their authority. What the American people value most in life the school eventually reflects. The American school is thus the voice of American aspirations.

Proposition 3: There are two apparently paradoxical poles around which American popular aspirations have been centered: (1) the sanctity of individual personality; (2) the responsibility of the individual to promote the general welfare. America purposes to become a nation of individuals disciplined by a personal and social conscience.

What do these propositions mean for principals and teachers? Here are a few implications that have significant bearing.

No American school lives unto itself. The whole of the child's experience constitutes his education. The informal education of the little child proceeds apace, frequently to the astonishment of his elders.

No American school lives unto itself. A part of its job is to capitalize all the educational resources of its community.

"There was a child went forth every day,"
sang Walt Whitman
"and the first object he looked upon,
. . . that object he became,
And that object became part of him for
the day, or a certain part of
the day, or for many years, or stretching cycles of years."

No American school lives unto itself. It must actively function in parent education. Nothing in the entire experience of today's generation of parents has prepared it for rearing children, so rapid and sweeping have been the recent changes in American family living.

The new school for childhood must serve all the children, the handicapped, the gifted, the young child. The nursery school must assume its proper place, experimental at first — not bound to the stereotype of its English predecessor, not an end in itself but as a means to parental as well as child education.

New School Is Democratic

The new education for children must be consciously exploratory. There is no good reason assignable why the broadening and finding functions should be restricted to secondary levels and many why they should not be.

The new school for children must be simple and flexible in its organization. *The new school concept should be that of the garden — a place where childish personalities unfold under guidance, not a place where they are run through the mill.* Parents once assured of this concept often lose the fear that separates them from teachers.

The new school will live a new kind of classroom life. It will place more emphasis on the growth of individual children and less upon the sanctity of the sixth, seventh, or eighth grades; more on the qualitative aspects and less on the mechanics of the marking system. It will appraise itself more in terms of child growth and be less disturbed by such scholasticisms as the orthodoxy of ability grouping and what really constitutes a platoon school.

The school must give children some acquaintance with what have been called "the techniques of progress." It can show them simple, economic, and social processes

[1]Superintendent of Schools, Seattle, Wash.

which are operative in their own community. It can reveal that American life is an evolution. It can point to some challenging problems; stimulate interest in them, and give some experience in individual and group study techniques. It can and must point the social implications of natural resources.

To solve problems such as these, principal and teachers must work together. It is hard to examine principal-teacher relationships in anyway except upon a teamwork basis. In no sense are they a one-way street. Nevertheless it is appropriate to examine leadership responsibilities by itself.

The principal is the vicarious teacher of every child under his charge, the leader of cooperative effort in the interests of human growth. His is the responsibility to see that all the resources and opportunities of his school, the school system, and the community are utilized for the service of his pupils, that the school is so organized and permitted to grow in service, that community understanding of educational purposes and problems is advanced to the point where parents are enabled to cooperate in childhood education with good results as well as good intentions. As the head of the school, he is the direct representative of the superintendent and the school board. So far as 99.44 per cent of his community is concerned, his school *is* the school system and the principal *is* superintendent and school board, miraculously combined into one personality.

Leadership of school and community, building management, personal and professional growth — these are the fundamental responsibilities of the principal.

Leading vs. Commanding

As a leader the principal seeks to make his school as effective a place as possible for the continuing growth of pupils, teachers, parents. He does this by studying needs — now by himself, now with pupils, now with teachers, now with parents, now with individuals, now with groups. He seldom says, "Thou shalt!" He often says, "Come, let us try." Out of needs grow the plans, part and parcel of the larger plans of the school board for the system to which his leadership also contributes.

His plans are followed through. He checks up results by such means as visiting classrooms, by individual and group conferences with teachers, by tests and examinations. With his teachers he seeks often to view his school through the eyes of laymen, of the superintendent, of the school board, so as to maintain a perspective that otherwise might be lost because of his closeness to the job.

As all leaders must, he revises plans from time to time in the light of his observations. He defines new problems which are again attacked cooperatively. Cooperative effort unifies, integrates, educates, above all keeps realistic the cooperators of whom the principal is one. That is why the democratic way is the best way. It is the way of growth. It is slower than leadership by decree, but more permanent.

But leadership without management has ten thumbs. Management is not greater than leadership, but absence of management leaves effort floundering. Cooperative effort is the hard way. It is not the easy way. Without management it may cease to be cooperative. It needs organization, planning, follow-through to keep it moving, foresight to keep it free. Leadership that scoffs at detail always awakens like Gulliver to find itself bound hand and foot by Lilliputian threads. The strong principal masters details before they master him. Leadership without foresight is as pitiful as a blind man in the center of a downtown street. It can launch out in no direction with assurance; it can only dodge hither and thither. Foresight faces the same swirl of traffic but takes advantage off the ebb and flow.

Leadership, too, must grow, else it fails to be leadership. Leadership that ceases to grow is the saddest of all professional tragedies — a dismal dirge to its school community, dust and ashes to its own mouth.

But how does leadership grow? It grows in skill and judgment by the mastery of its own problems which it comes to recognize as opportunities to be capitalized for cooperative study. It grows in vision by standing aloof, in solitude, in reflection, on high places.

What are the high places? Books and travel are vantage points to some; graduate study to some; curriculum committee and professional organization service to some. It matters not so much which peak we climb. Each to his own liking so long as he climbs — for climb he must if he would gaze afar.

I have been asked, "Who is the better principal — he who works only in his own school, or he who works most for the principal's profession at large?" I answer, "Neither." He who works in the valley of his own school and fails to scale the peaks is in danger of professional myopia, for his view is always the close view. To him the molehills become the mountains. He who dwells solely on the peaks loses the human touch, the skill, the judgment, that command a following. But he who labors happily in the valley and now and again scales the peaks — there is the principal for you! Back to his valley he brings the far-flung vision of the world of things that are and the things that are to be. He is freed from the bondage of pettiness. His feet are on the ground but his head is in the clouds.

So far I think we have been upon safe terrain. We have said that the unifying genius of the new school for childhood is the growth of children each according to his optimum capacity in the democratic way of living. We have said that leadership must grow else it fails to be leadership. We must also say that no school can get far in cultivating the growth of boys and girls unless it also encourages the growth of teachers. Nobody will challenge this, but here we get lost again among the gadgets of supervision.

Cultivating Growth

Let us recognize first that growth must be cultivated. It cannot be compelled. Creative capacity must be released like the sleeping princess in the fairy tale. It cannot be dictated by the blasts of authority no matter how fierce they may be any more than the traveler's coat could be removed by the buffeting of the north wind.

If it is important, therefore, that the teacher come to know each child, to encourage him, to make new ventures, and to share in each new triumph, how much more essential is it for the principal to set such a standard for his own understanding guidance of all the teachers.

"So," I hear some administrator say, "supervision is all sweetness and light, all Pollyanna — no facing reality."

Of course, there is a place in the process of learning for facing reality when difficulties appear. Without obstacles, growth would be difficult. Of course, there is a place for correcting mistakes. Therefore, while the principal looks for and capitalizes creative capacity of teachers, he also capitalizes their problems.

Here I would remind you that successful learning, whether by children or by teachers, is just about directly proportional to the cooperation of the learner. Supervision with its microscope trained on the teacher may get only defensive reactions but the "standing-by" attitude of the principal with his "Let's study it together" gets that cooperation.

Teachers are not the only persons to react defensively. Management of a great aircraft concern a few months ago called its foremen into a series of conferences. The foremen were amazed and on the defensive at first. Then under skillful prodding they began to tell each other about their respective shop problems. Again they were amazed. They had never realized, they said, how many problems they had in common. They began to exchange ideas. A third time they were amazed for the ideas worked.

At the end of two weeks of capitalizing each other's experience, they unanimously requested a second series of conferences. The management has just provided this second series, organized by the public schools, but planned and led by the foremen themselves.

So we come to the question about teachers' meetings, classroom visits, and other impedimenta. Teachers' meetings are not an end in themselves. They are the means of defining problems and exchanging ideas for their solution. Not long ago as an observer, I attended a 7:45 breakfast of department-store executives. In a relatively short time they had defined six major problems of department-store management with which they needed help. They roughly sketched courses to meet them and appointed a committee to outline in detail.

The schools will help in organizing and scheduling these courses, but again the planning and instructional leadership will come from the stores themselves. Meetings are a means of defining and attacking problems — not an end in themselves.

Professional reading and study are also means of solving problems. They will attract when teachers help to plan them around real here-and-now problems.

Visits to classrooms are for the purpose of observing children — not teachers. The principal comes to help the teacher isolate and break down difficulties that afflict children, to bring additional resources to bear upon the solution. When he comes in this spirit and talks to this point, visits will cease to be visitations.

Bulletins in this picture become a means of recording plans for study or of summarizing the results of previous study for convenient reference.

Yes, supervision in the old sense, with its ex-cathedra approach, its ponderous ritual of meetings, bulletins, visits, and the like, was too often the bogeyman — "the little man who wasn't there" — in the old school for childhood. Cooperative study involving principal, teachers, and sometimes pupils, parents, and community is the genius of the new.

In this new school, the principal's job is essentially that of teaching. He is a vicarious teacher of pupils; a teacher of teachers, of parents, of the public. He will do well to bring to his leadership the best teaching method that he knows; to remember that teaching is the cultivation of growth, not a stuffing process; that his main contribution is to capitalize the latent resources of his school community; that he must be humble enough to learn from pupils, teachers, and patrons; strong enough to lead.

Max G. Baron, Esq.
President, Board of Education,
St. Louis, Missouri

Democracy in school administration will be the goal of the new president of the St. Louis board of education, former Circuit Judge Max G. Baron, who took office in November.

Judge Baron, who was born in St. Louis and attended the public schools in that city, has been a member of the St. Louis Bar for 30 years. He worked as a stenographer in a law office while studying for his law degree at St. Louis University. Later, he returned to the university as a lecturer on administrative law, a chair which he is still holding.

The judge gained considerable experience with children while presiding in the juvenile court. Many of his progressive ideas about education are the result of his experiences with delinquent children. He believes that teachers should make the school a place where children will want to go. He also believes that school buildings and grounds should be open after school hours as a means of keeping children off the streets.

Judge Baron is married and has two children.

A View of Rural Boards of Education

A. H. Higley[1]

Who are the men and women who compose our rural boards of education? What do they consider their most important duties and obligations? What personal, social, and educational equipment do these men and women actually possess? These questions formed a general basis for an investigation which the writer recently conducted with the cooperation of the members of rural boards of education in Ashtabula County, Ohio. One hundred fourteen of the 125 board members furnished the data requested in a rather detailed questionnaire. The typical board of education — a cross-section picture obtained through an analysis of the data collected — may be described as follows:

Typical Board in Ashtabula County

The typical board of education in Ashtabula County consists of five members: four men and one woman. One of the men is president of the board, another is vice-president, and another man, not a member of the board, is employed by the body to act in the capacity of clerk.

This body considers financial responsibility, the employment of teachers and of a school head as the most important duties of the board, while the supervision of teaching and formation and interpretation of policies are looked upon as duties of secondary importance. No teacher will be refused a position by this board because of religion, but one member might vote against a teacher who was a Catholic.

Three members of this typical board are members of a church, two belong to the Grange, and two are affiliated with fraternal organizations other than the Grange. One member belongs to the Farm Bureau and one is a member of some civic, professional, or semiprofessional organization.

All members of this board, as reflected by their occupations, are representative of the middle class of American society. Two of the members are farmers. The woman is a home manager. One member owns his own business or manages an enterprise not his own, and the other member is employed in some skilled or semiskilled occupation.

The average continuous tenure of the members is six years (median is four years). However, two members have served more than one term of four years, two are serving their first terms on the board, and the other has been recently appointed to serve out the unexpired term of some other person. One member served on a school board previous to his present period of tenure, and has at some time held some other local elective office. The man who has had other public office experience serves the board in the capacity of president, vice-president, or clerk.

Three members have children enrolled in the schools of the district; however, one of the two members who does not have any children in school is the member who has to his credit the longest term of continuous tenure on the board.

The average age of the members of this board is 47.8 years. One man is under 40 years of age, the age of another is 55 years or over, while the other man and the woman are in their late forties.

Three of the men received a part or all of their public school education in the schools of the district. The president is one of these. The other man and the woman received their education in other districts.

Slightly less than graduation from high school (11.6 years) is the average educational equipment of this board. One man had the advantage of a little over one year of college work, another attended high school but did not graduate. The third man completed the work of the eighth grade. The other man and the woman are high school graduates. One member had teaching experience and it is probable that this member is the woman.

Such, in brief, is a picture of the body that determines the policies and controls the schools of Ashtabula County, Ohio.

Since the board of education is primarily a policy-forming body the boards should be encouraged to formulate definite policies for the management and control of the schools and then acquaint the constituents with those policies.

Over one half of the members are serving their first terms in their respective districts. The electorate should be encouraged to select the best qualified persons for the office and then keep those persons in office after they become thoroughly accustomed to the duties and routine of membership.

Experience in other public office seems to contribute to the usefulness of a person on the board of education. Possibly there is a type of individual who quite readily reflects public opinion in any delegated capacity.

Middle-aged members are preferred by the electorate.

The average education possessed by the board members is higher than current opinion many times estimates it.

[1]Superintendent of Schools, Rock Creek, Ohio.

Superintendents I Have Met

By the Bookman

The publishing house I represent recently gave me the major fraction of a large state as added territory. In commenting on this fact, a friendly competitor remarked, "It must be kind of hard to have to get acquainted with such a large number of new schoolmen all at once."

"That is the interesting part of it," was my reply. "All of the men on whom I call are new and strange to me in one sense, but in another, they are not so at all."

"What do you mean?" he asked.

"Just that I find that they readily fall into certain general types. As intimate friends or next-door neighbors, I might discover marked individual differences in all of them. For my purposes, it is easy to classify them by types after a visit or two. From then on I find they respond to my efforts just as those of the same type whom I have known and worked with for years."

Then we got to discussing and describing what those general types were. They were not so many. Perhaps the schoolmen who read this will enjoy "having the mirror held up to nature" as will be attempted in the following paragraphs.

Seven Chief Types

First, let it be said that this is no attempt to be either facetious or critical. Schoolmen do not deserve unfriendly or unsympathetic treatment. It is a constant source of wonder to those who work and play with them that one profession includes so many splendid characters. By and large, their patience, sincerity, and integrity are far higher and greater than the honor or financial awards associated with their offices would call for.

First, as in all trades, skilled occupations, and professions, there is the *field-run* type. He is a cautious individual, skeptical of all innovations, prone to poke fun at new educational terms hatched by long-haired professors and possessing an acute awareness of the sentiments of the conservative school board on whom he must depend. He never makes a move until he has thought out the one that must follow. He operates by rule of thumb rather than by theory or philosophy. He can hardly be called a scholar because he reads but little even in his own professional field. He has humor, but avoids much display of it. He really likes people, especially young people, and he is confident of his ability to do them good. His big aim in life is to be able to continue to do them good. For that reason he makes few innovations, and is frank to admit that he follows rather than leads public sentiment — but he follows it closely.

A second type is the *intellectual*. This man is a student and proud of it. He often speaks of his regret he did not go into the law or engineering. He builds courses of study, elaborate budgets, and reports; he introduces new subject matter into the curriculum; he learns all the new words and their meanings; he buys liberally of professional texts, and he attends convention programs and short courses. Buildings, teachers, and textbooks are tools that he uses impersonally to an end. That end is a better-trained manhood and womanhood, a better citizenry. For that end he has the passion of a religious ascetic. His teachers and pupils admire and respect him, but few of them love him. If this fact were brought to his attention, he would probably ask, "Why should they?"

The Rare Erratic

A third and rather rare type is the *erratic*. He has a hobby to ride, an abiding purpose to achieve, a self-defined revolutionary method to propagate. It may be student self-government or preparing youth for "the new social age," or education through standardized tests, or making all instruction immediately functional, or any one of a hundred other obsessions. The point is that whatever the dominant purpose may be in his educational activity, it is an obsession with him. It is astonishing, too, how successful most of these men are in attaining results in the ends toward which they direct the activities of their institution. From their point of view, the disappointing feature is how short lived seem their accomplishments after they move on — as they usually do within a short term of years.

A more numerous type is that of the *businessman* administrator. He is not the advocate of the clean desk — he is its practitioner. His office has everything in the files, of which there are many. He talks the language of the banker. A requisition handed in to him in the proper time gets an immediate O.K. One presented after that time is unworthy of polite scorn. Every teacher is expected to teach exactly the proper subject matter, by systematic and orderly procedure, without any fancy doodads or falderal. Children are Ford cars going down the assembly line of his school. His principal regret is that some of the parents sent the frames bent when they entered kindergarten, and the wheels don't always track just right when they roll out of the twelfth grade. Incidentally, this type is more popular in the school-board room than elsewhere in the "plant."

Politician and Office Seeker

One of the most interesting types is the *politician*. Don't misunderstand me. I don't mean the rare schoolman who runs for public office. The true school politician never does. I mean the schoolman who sees the institution of which he is the head as a continuous chess game. In this game, human beings, in groups and as individuals, are playing their parts, some as kings and some as pawns. He gets keen delight and constant stimulation from employing them all to the extent he can to win his game. Every move fits into his scheme of play. His hand is hidden, however, in the playing of that game, and his keenest delight comes from that fact. He asks for no credit so long as someone else gets the blame and his own ends are achieved. He is always the unannounced candidate for the next job higher up. He may be either a colossal failure or success. The difference would seem to depend upon whether his machinations are motivated by selfish or unselfish purposes.

His first cousin, but one much different in method, is the *office-seeker* type. This fellow has noted that "President of this" and "Secretary of that" frequently impresses school boards where vacancies exist. He is the first at conventions, the last to leave. He does not devote a third of the time to work, a third to play, and a third to sleep. Rather he spends a third of his time on the road, a third "down town," and a third in the office with his correspondence and visitors. He knows Bill, Jack, and Jim and they are all grand fellows, good friends of his. He is strong for his Service Club, the PTA, the Boy Scouts, the American Legion, the radio in education, and he has the finest faculty in the state. When he goes to Big City, as he hopes to soon, he'd like to take them all along with him.

The Finest and Best

Finally there is another type, the *Christian gentleman*. Like the field-run type, his number is legion. He rarely applies for another job, and still more rarely is elected to one. He feels he ought to be ambitious, is sincerely apologetic and self-denunciatory because he isn't, but he really doesn't know how to improve his professional ranking. His teachers lift their heads in glad greeting wherever and whenever they see him. Children have a pet nickname for him, like "Uncle Ernest" or "The King." Kindergartners walk to school holding his hand. Some folks think he is weak in discipline, but the teachers know that when problem cases are sent to his office they are usually solved. He is tremendously busy because he is a rank failure at budgeting his time. Salesmen take advantage of him, not in overselling, but in believing him when he says he does so enjoy their visits. Parents consult him before they do their pastor, and he is always the first to admire the primary teacher's new diamond. Human nature, especially his own, continues to perversely disappoint him, but he never loses faith in it. His school is democratically conducted because he doesn't know any other way to get things done. Every faculty member he has ever had is an adopted member of his family with all the rights and privileges attached thereto. When he goes to conventions he is usually late for the meetings. Some of

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Equipping the Classroom as a Learning and Teaching Laboratory

E. E. Lewis[1]

The modern classroom teacher asks, "Shall I give my pupils prescribed doses of subject matter, in day-to-day, piecemeal fashion from a formal or conventional textbook, or shall I organize the work around centers of interest, and present it in units of work that challenge the thinking power of my boys and girls?"

Naturally the equipment of the classroom depends upon the teacher's answer to this all-important question. If the reciting and reproduction of lessons is considered the chief aim in teaching, the traditional equipment of the classroom is perhaps sufficient. But, if teaching is guiding children to do their own thinking, purposing, planning, executing, and appraising, as recent educational philosophy maintains, then the classroom becomes a workshop, a library, a museum — in short, a learning laboratory — and should be equipped accordingly.

Movement in this direction has been going on for some time, as witnessed by the great increase in the number of visual aids in the modern classroom, including maps, charts, and still and motion pictures; movable furniture, pianos, victrolas, radios, sand tables, plants, aquariums, and gardens; little theaters and library nooks; workbenches and shop tools; puzzles, games, and materials for manipulation; equipment for rest and recreation; art materials; and dictionaries, encyclopedias, and other reference material of many kinds. It is a far cry from the bare schoolroom of a generation ago to the homelike schoolroom of today.

Make the Room Homelike

While a good teacher is not entirely dependent upon material aids in teaching reading, language, arithmetic, and other subjects, yet certain room equipment will make her work easier and more effective. It will help her to integrate subjects with each other and with the life interests and activities of her pupils. The teacher must provide the proper setting for carrying on such activities as will lead children to relate experiences and express their opinions eagerly and naturally. Certain types of rooms lend themselves more readily than others to language activities, such as dramatization, and to furthering the planning of such programs. Even flexibility in the arrangement of seats resulting from movable furniture promotes the ready exchange of thought. Well-filled window boxes, with blossoming plants and flowers brought in by the children, will add to the cheerful, homelike appearance of the room and indirectly contribute to growth in expressional powers.

In the primary grades, furnishing the doll's house and playing in the "Doll's Corner" or "Playhouse," provide opportunities for questioning and conversation, and promote the growth of the imagination. Toys provide a natural environment for children and add to the interesting appearance of the schoolroom.

Bulletin board. It is important to have good bulletin boards which can be used both for teaching purposes and for displaying the work of pupils. Canvas or burlap stretched across unused blackboards proves useful if the usual cork-filled board is not provided. On this, "bull-dog" clips can be used to better advantage than pins. A teacher can make her bulletin boards useful in teaching by placing upon them news items, current news pictures, illustrations of scenes and events, and other material to motivate oral and written composition in all fields.

Pictures. A few pictures, if well chosen and carefully used, inspire pupils to express their emotions either through construction or through oral and written work. Every teacher should supplement the pictures belonging to the classroom with others through which she may stimulate expression and, at the same time, aid children in their interpretation of certain choice poems, or to illustrate landscape or costuming, and give them knowledge of life in other lands or in other ages. By using picture frames with removable backs, new pictures can be displayed as the season or work varies. All pictures should be hung low so that the children can easily see them.

Equipment for Dramatization

A useful tool for dramatization is a three- or four-part screen, which can be constructed by pupils from wallboard or burlap, fastened to corner supports of lumber obtained from packing cases or, better yet, made as an industrial-arts project. When the upper half of one part has been left open, the screen may be used for presenting original puppet shows.

Scenery can be made by painting with tempera or opaque water colors, the unprinted side of partial rolls of wallpaper contributed by the children. Small sections may be placed upon an easel and painted or drawn with crayons.

Clay is a useful material in making properties for plays; for example, bowls for the "Three Bears" in a play in grade one, or water jars in connection with "Indian Life," in grade two. Children will contribute other properties such as a Japanese doll or a Dutch costume. Inexpensive materials like cheesecloth, muslin, and white cambric can be made into costumes by the children themselves. Old materials contributed by the children can be dyed and made more effective in a play.

Plant and animal life as equipment. Bulbs, leaves, growing seeds, stones, shells, and other objects of nature brought in from home or from excursions, afford starting points for natural expression and interested conversations and discussions. In lower grades these are usable means of getting original written composition work from the children. In upper grades they are valuable in such activities as making a class newspaper or keeping a diary. Of course, children's interest in pets should be encouraged by having a terrarium, vivarium, or an aquarium in the classroom, if possible. Many valuable things may be learned in maintaining such equipment.

Miscellaneous Equipment

Other useful aids to the teacher of English are a duplicator; a typewriter of large or primer type; a printing outfit or sign marker, preferably one in which a line can be set up in type and printed at one time; an abundance of plain white paper to be used in book or newspaper activities, and "oak tag" in large sheets for recording a group composition or reports of a project. Smaller sheets of oak tag, 12 by 18 inches, can be used for making a classbook to contain an original play. Large paper pads, or a package of plain paper, from which a child may use freely a sheet of paper or more as often as he wants it to write in his free time something of interest to contribute to the class project or bulletin board, should be kept readily accessible. Large sheets of gray bogus paper for mounting pictures should be available.

The phonograph and toy orchestra are valuable in that they teach children to hear and express rhythm. Through their use children are taught good listening habits and interpretation and therefore are useful aids in improving oral composition. Likewise, victrola records are used for acquiring rhythm, dramatic expression, and good speech in addition to the subject matter that can be learned from them. As for radio, an increasing number of state departments of education, state universities, and cities provide programs of instruction such as the "School of the Air" in Ohio, and the programs from Wisconsin University, Cleveland, and Chicago. In language such programs provide a wealth of assistance, through dramatizations, choric speech, interviews, discussions, and other forms of expression.

[1]Professor of Education, Ohio University, Columbus.

Of course, numerous miscellaneous objects of equipment will be needed to supplement the work in a given unit. For example, before and after a group excursion to a newspaper plant, the teacher and pupils will exhibit articles such as a line of lead type, a matrix, galley proof, engravers' cuts, layout pages, and mats.

Books and Library Activities

Classroom library. One of the greatest aids to the elementary teacher is the classroom library. It may begin with only a few volumes perhaps contributed by the teacher or a pupil. In order to make the library grow, the teacher will see that further contributions are made and that money given for this work is wisely spent on new volumes which will make the library most effective. The major portion of the library should consist of many books of good print, well bound and well illustrated, books of biography and nature, as well as reference books in geography and history. It should also contain a number of attractively illustrated children's books.

Book equipment for extensive reading. Fifty to one hundred different titles should be regarded as the minimum equipment for the room library in the primary grades, and double this number should be provided for the middle grades. Many different titles are better than duplicate copies of a single title, and the books should be changed frequently. It is difficult to overemphasize the value of this last suggestion. Experiments show conclusively that the reading abilities of children can be improved enormously when an intelligent teacher supplies her class with a generous supply of good books and magazines, and daily encourages them to browse extensively in accordance with their interests and desires. For example, a four months' experiment recently conducted by Miss Powers[a] with 21 fourth-grade children in Oakwood, Dayton, Ohio, showed a net average reading improvement equal to a year and two months, according to the Gates Silent Reading Test. Through extensive reading, individual discussion of books with the teacher, and the teacher's careful observation of reading difficulties, these children more than tripled their average rate of progress.

Such magazines as *Nature Magazine, National Geographic, St. Nicholas, Child Life,* and *Current Events* should be found upon the library table, since they not only help to form good reading habits but also contribute interesting source material for reading and language activities.

A library corner, with bookshelves made by the children, if not already provided, some small chairs, perhaps a rocker or two painted and upholstered in gay cretonne, a low table, even a rug can be arranged to make the room attractive and more usable for learning and teaching. If every classroom of the elementary school is furnished with at least a library table which pupils may visit naturally before and after school or at odd times during the day, the joy of reading may be greatly stimulated, and joy in reading is one of the greatest things learned in the elementary grades.

Stimulating a Love of Reading

Sometimes a small group of children may be sent to the library table to find selections suitable for a special occasion. Stories selected by the individual or group may be read to the class. In the beginning grades, no other checkup of the reading or the library materials is advocated. The main object of the library table is accomplished if the children begin to love to browse in books. Without the child's knowing it a record may be kept of all the books he reads each month. This is done solely for the purpose of knowing what his interests are and how they are developing. With such a guide the teacher will stimulate and direct the pupil's reading more wisely. She should not overemphasize the number of books read, as competitive reading may produce careless reading.

Care of books. The children themselves may make certain rules and regulations concerning the library, such as these constructed by a group of children:

> Please do not pull the books about,
> Nor place them facing wrong side out;
> Arrange them neatly in a row
> So that their names will plainly show.

In another class the following instructions were formulated:

1. Be sure you know what you are looking for.
2. Turn to the beginning of the book to find the table of contents.
3. Look down the list until you find the name of the story.
4. Look along the dotted line until you see the number of the page.
5. Turn to the proper page.

This is the way to find things quickly and to save time.

In many schools, library clubs are formed, officers elected, rules formulated, the entire planning and carrying out of the scheme being the work of the pupils.

Some classes work in connection with the public library. Books are sent from the library to the school and then loaned to the children under regular rules. Thus pupils learn methods of handling circulation and exchange in their own libraries, and at the same time become enthusiastic patrons of the public library.

One sixth-grade class worked out a simple decimal system for classifying the books of their library. When certain problems were discovered, various solutions were presented and tried. This resulted in meaningful experiences in language as well as in civic responsibilities.

If the class or school library implants in the child a desire to read; helps him to use the public library understandingly; teaches him to treat books as his friends; broadens his knowledge through proper reading, then it is indeed a worth-while project functioning for the greater enrichment and enlargement of experience.

The Spirit of Work

A mother recently visited a third grade and saw a committee eagerly planning for an exhibit of books. In one corner of the room a few girls were writing invitations for the exhibit, while in a small adjoining workroom boys were making a "movie" of their favorite characters in *The Story of Doctor Dolittle.* Dorothy and Grace entered the room and went quickly to the general committee where the teacher, Miss Green, was also working. Grace exclaimed in a gleeful mood, "See the new book jackets Mr. Brown gave us for our exhibit! Where shall we put them?" A discussion followed and it was finally decided to arrange them on the bulletin board. Frank suggested that the group ought to write Mr. Brown a note of thanks, as was done later in the day.

Leaving the third-grade room, the mother went to the first grade where she found her son Ralph together with two other boys building a library out of old boxes.

In the second grade in a near-by school, a book of riddles written and illustrated by the children under the guidance of the teacher, was to be cataloged and loaned in the school library in the same manner as other books. In the school library the librarian, in cooperation with the third-grade children and teacher, was planning a book-character costume party to be given for a group of parents. The same librarian was sponsor for a story hour once a week. The program, arranged by third-grade children under the joint guidance of teacher and librarian, was posted on the bulletin board in the library. The third graders were privileged to attend or not as they desired. As an outgrowth of the story hour in the library, another third grade organized their own book club which met once a week. One third grade made a book on "trains" as a surprise for the first graders who had a train unit.

Such library activities tend to foster growth in social attitudes and appreciations such as: (*a*) a willingness to share ideas, (*b*) an attitude of real purposefulness in group planning, (*c*) a willingness to share materials, (*d*) a desire to do one's best work, (*e*) a desire to make others happy, (*f*) a growing appreciation of each individual's responsibility, (*g*) an appreciation of each other's contributions, and (*h*) a growing appreciation of the need for courteous treatment of each other in life situations.

Activities of the above description also develop library attitudes and appreciations such as: (*a*) a growing appreciation of an individual's responsibility in a library, (*b*) a growing appreciation of books, (*c*) a growing desire to read and to spend leisure time in a library, (*d*) a growing appreciation

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[a]Powers, Helen. *Project in Reading.* Unpublished Master's Thesis. Northwestern University, 1938. Quoted by permission of author.

He Who Would Command

Allen P. Burkhardt[1]

"He who would command must first learn to obey." These are the words of Abraham Lincoln, spoken more than three quarters of a century ago. "No man doth safely rule but he that hath learned gladly to obey." These are the words of Thomas à Kempis, Dutch scholar and philosopher, spoken over five hundred years ago. These men were not professional educators. They spoke, not as schoolmen, but as members of society.

For a long time children in the schools of America were taught to obey. They were taught to respect the rights of others and to understand that there are certain rules of courtesy and conduct which they need to follow in the classroom. They soon discovered that if they did not follow these rules, and if they did not respect the rights of others, that some sort of unpleasant punishment would follow surely and swiftly. Undoubtedly, there were those among the schoolmasters of that day who took advantage of their position of authority by making life too unpleasant for those in their care.

By and large, however, the schools of America made progress during those years and turned out many great men and women; many scholars, authors, statesmen, religious leaders, and successful businessmen. Our democracy during those years progressed in, what seems to us now, a rather satisfactory manner.

Rather suddenly, however, there was inflicted upon the educators of America, a "new" philosophy of education. A "progressive philosophy" of education. The theories embodied in this "new" philosophy were concocted in the minds of college professors. Men who, in most part, had not taught a public school class for many years. These theories came at about the time the people of America were relaxing after the great war. They were caught off their guard. Their defense was weak. The world had just come through several years of horror and sacrifice, and people generally were ready to throw off responsibility. Then it was that so-called great educational thinkers of America began putting forth preachments of soft pedagogy, easy living, and lax discipline. They relieved themselves and their fellow teachers of the problem of keeping order in the classroom.

They preached that children should be allowed to do about as they pleased, that they would learn by experience what they should and should not do. They should never be taught to do this, or not to do that, because that was not a "natural" way of learning. They were never to be asked to do anything unless they first expressed an interest in it. Of course, the teacher was supposed to be clever enough to direct the pupils' interests along the proper channels.

Overdoing Activity

In other words, instead of approaching our children from the front, directly, efficiently, and without loss of time, we were supposed to sneak up on them from behind and beat around several bushes before slipping them some sugar-coated pill of knowledge or information. If, by the time we worked ourselves around the barnyard of confusion to the front door of their attention, their interest had shifted, we should have to retreat and once more try to work up to the front door of their momentary interest.

Oddly enough, we were supposed to assume that every child in a class of 30 or 40 would, by some miraculous means, be interested in the same thing at the same time with very little if any suggestion or coercion from without. Then, of course, we were to teach facts relative to that particular "interest" in as sly a manner as possible, encouraging continually much activity on the part of the pupils. We should try to see to it that they be not guilty of sitting quietly at their desks because that would obviously indicate a lack of activity and, therefore, learning. We should instead encourage them to go about the room, talk to each other, build model ships, saw wood, play in the sand, do anything except quietly concentrate on subject matter.

Some of the more conservative teachers wondered by just what miracle the children were going to be interested in the right things each day. They wondered how they could follow any orderly or set course of study. As soon as one of those doubting Thomases, however, ventured to suggest that there might be a problem in that connection, he was immediately frowned upon as a traditional teacher, one who should be retired because he still thought children could learn by concentrating quietly on printed matter in the textbook or by listening to an orderly and courteous discussion of historical facts.

Teachers who were skillful enough to hold the rapt attention of a classroom full of children were labeled as failures because their children were not tearing around the room. School administrators who permitted their teachers to line up the desks in straight rows instead of semicircles, were branded as old fogies, unfit for the task at hand.

Rather generally the teachers colleges all over America followed the lead of these so-called national thinkers, and lesser fountainheads of pedagogic theory scattered over the 48 states began exuding cloudy thoughts relative to the "new" education. As it percolated into the classrooms of America it was heralded with joy by the teacher who was a weak disciplinarian and by the administrator who found the task of administering an orderly and efficient school system somewhat beyond his inherent abilities. Large cities especially took up the torch of the new education. Their schools were far enough from the patrons and taxpayers to be relatively safe. Their teachers had permanent tenure and they didn't need to worry about being fired because of poor teaching in the classroom.

Discipline That Did Not Work

And so all over America the "new" education was talked of and practiced. Only here and there, and usually in the smaller communities, could be found school superintendents with the courage to retain a semblance of order in the classrooms under their direction. Only here and there could be found superintendents who had the nerve to teach facts directly without first sugar-coating them. Only here and there could be found teachers with courage enough to risk being called old fashioned.

The big guns of propaganda, loaded by our educational "leaders," blasted away continually, raining upon the heads of teachers and administrators high-sounding, but for the most part empty phrases. Theories that even they had never tried in normal classroom situations. Failing to completely justify their teachings from the standpoint of psychology, they fell back upon such glittering generalities as "teaching for democracy and self-government." We were taught that youngsters could not be made good men and women and good citizens of a democracy unless they were allowed to do as they pleased in their schoolrooms.

Strangely, however, during all this period, available cell space in the penitentiaries and jails of our land became more and more scarce. Juvenile court judges became busier and busier. The average age of the inmates of our penal institutions became lower and lower. But even that didn't seem to trouble our "leaders" who seemed to think they had to pronounce and defend some new radical educational theory each six months in order to hold their jobs and get their names in the newspapers. They kept right on. Finally, however, the public became aware of what was going on. Teachers began to lose their jobs because of poor discipline; school superintendents began to lose their positions because of the lack of discipline in the systems under their control. No miracle had happened because of the new education. No social ills seemed to have been corrected. The inevitable postwar depression struck, millions of people became unemployed. The new education kept pounding away, but apparently to no avail. Government aid was grabbed up avidly by a once virile

[1]Superintendent, Norfolk Public Schools, Norfolk, Nebr.

and self-supporting people. Apparently the new education had not performed miracles.

The Disaster of War

Then came the rumblings of world disorder and war in Europe and Asia. The battling nations raised their vast strength upon the foundation of efficiency and discipline, and their armies and navies, the greatest in the world, were manned with men who had been trained to obey. A hard philosophy of education was being propounded in those countries, both democratic and totalitarian. No soft pedagogy there. Stern realities of life were being faced. Children were taught to obey in the classrooms with the expectation that they would make strong men and women and good citizens of mighty nations. Still, the proponents of the new education continued to urge their doctrines of soft living. More and more educators, however, began to look upon them with suspicion and to wonder whether they had been led wisely. They began to ask whether or not such theories are weakening instead of strengthening the moral fiber of American youth. They began to wonder whether they should have retained some semblance of discipline in their schools.

Napoleon once said, "Give me the schools of France for one generation and I will build an army that will defeat the world." The educators of America can do much to help preserve American democracy by teaching the young people in the schools of America that life is not a bed of roses, but that it is serious business where we must work and work hard at tasks which many times will be unpleasant. We should get them ready for such activity by giving them practice in school. We should teach them directly and in the most efficient manner the facts which they will need to round out their fund of knowledge.

We should not beat about the bush. We should teach directly and effectively. We should also see to it that they have quiet places in which to study. When we wish to concentrate at home we see to it that we have peace and quiet. Why, then, should we expect children in our classrooms to be able to study amidst noise and confusion? We should ask them to be quiet and orderly, not only for their own sake, but for the sake of the child across the aisle who wishes to learn. They should be taught that democracy is that form of social living wherein people may work effectively and efficiently without being hampered too much by their neighbors.

What Two Authorities Say

Dr. William C. Bagley[2] has analyzed the problem in a sane and sensible way. He argues that we arrive at freedom through discipline. He summarizes his arguments as follows:

1. Disciplined freedom is an outstanding objective of the educative process.
2. Desirable freedom means not only freedom from unjust restraints imposed by others, but also freedom from the repressive and depressive influences of want, fear, error, fraud, and superstition.
3. For the individual as for the race, true freedom is always a conquest, never a gift.
4. The means of achieving freedom can best be connoted by the virile term "discipline"; any term less virile is inconsistent with the supreme importance of the ends sought.
5. Externally imposed discipline is inevitably the basis of self-discipline, and should give way to the latter whenever the capacity for intelligent and effective self-guidance has been achieved.

[2]*Education, Crime, and Social Progress.*

Dr. Alexis Carrel, in an excellent article appearing in the current issue of one of our leading magazines, makes this statement: "The instrument that man must employ in the reconstruction of himself is discipline. Discipline summons from our deepest cells unsuspected stores of energy. It is essential to man's harmonious functioning. . . . Man's intellect must be kept supple by discipline. . . . Morality, too, demands discipline."

He closes his article with these words: "Tardily, we have discovered that the less discipline there is outside a man, the more there must be within. If we do not impose discipline upon ourselves and upon our children, there are others, crueler and more tyrannical, who some day will."

Fourteen years ago in a paper read to the Fifth Annual Conference of the Pennsylvania State Teachers Colleges, Dr. Bagley made this statement: "It is of far-reaching significance that the two types of social organization now competing with Democracy for world dominance, Fascism and Communism, have back of them motives and ideals that operate as powerful disciplinary forces. Against either Fascism or Communism backed by discipline, Democracy without discipline will be heavily handicapped if not, indeed, quite helpless."

These were prophetic words spoken 14 years ago by a man who was surrounded by excited, jibbering educational crackpots, shouting, at the top of their voices that the new education would save the world, that soft pedagogy would free the youth of America, that life from now on was going to be a bed of roses, that unpleasantness was a thing of the past, that never again would the youth of America have to do anything they did not want to do. Never again would they have to study anything in which they were not interested; never again would they have to exert themselves to make a livelihood or to assist in the new society.

It is unfortunate that it has taken a world crisis to bring us to our senses. It is a reflection against the good sense of American educators that they have, for so long, swallowed the inane theories put forth by these misguided men. We should beware of the fifth columnists in American political activity, but we should more than beware of the fifth columnists in American education. The man who preaches soft pedagogy and who, thereby, weakens the moral and physical fiber of American youth, is working against the welfare of our nation and its people.

Teacher-Tenure Legislation

Dr. E. H. Hanson, superintendent of schools at Rock Island, Ill., has outlined seven problems in connection with teacher tenure, which he believes should be discussed by boards of education and brought to the attention of the state legislatures. The problems were made the subject of a panel discussion by the Lake Shore Division of the Illinois Education Association, and aroused a great deal of interest on the part of both school administrators and others present.

Thesis 1 — The people, through their boards of education and with the advice of the professional staff, should formulate, accept, and establish school policies.

a) Would denial of this thesis deny our democracy itself?

b) Does tenure legislation in practice nullify this thesis?

c) Do board members fear that tenure legislation will nullify it? Does this explain why most board members who express themselves at all upon the question are against tenure?

d) Can tenure legislation be so drawn as to protect the faithful teacher in his job and yet not destroy the control which the public should have over its own schools?

Thesis 2 — Teachers are public servants and should be required to execute the accepted policies of the school system and should, furthermore, be protected in the faithful discharge of their duties from the pressures of belligerent minorities.

a) Does tenure legislation actually establish protection from minority pressure?

b) Does tenure legislation prevent the dismissal of a person who acts contrary to the established policies?

c) Are there teachers excellent in pedagogy, but who in their classrooms, consistently violate the accepted policies of the communities employing them?

d) Is it honest for such a teacher to continue to accept a salary from such a community?

Thesis 3 — A school system may operate more effectively if the public, as well as the children, respect and "like" their teachers.

a) Is it not true that good public relation is essential to any going concern?

b) Does tenure legislation increase, reduce, or not affect the amount of tact which a teacher uses in controlling her classrooms, in contacting the parents of her children, or in contacting any other portion of the community?

Thesis 4 — The preservation of our democracy and the welfare of our children is paramount; therefore a school system should insure that its teachers will grow professionally.

a) Does the administration need the threat of discharge to force teacher growth?

b) Do teachers improve best when driven by fear or when led by skillful and sympathetic supervisors?

c) Which school systems probably will do the most significant work, those whose supervisory officers attempt to stamp out every weakness as soon as it appears or those who constantly nurture the potential strengths of all teachers and aid them to grow maximally along the lines of their native abilities?

d) Does the acceptance of this thesis make it imperative that married women should be frozen to their jobs?

e) What is the record of summer school attendance of tenure-protected teachers, compared to those who are not so protected? (See report of Committee on Tenure, presented at Milwaukee, summer, 1940.)

Thesis 5 — Teachers are human beings as well

(Concluded on page 79)

Wilmington Develops Its School Health Program

S. M. Stouffer[1]

The aims of the Wilmington school health program are twofold: (1) to detect and to anticipate situations antagonistic to good health, and (2) to provide such health service as is necessary to lead to the prevention and treatment of illness. In order to accomplish these ends, the health program has been divided into three divisions — health instruction, health service, and physical education. A supervisor at the head of each division is responsible to the director of the health program, who is in turn responsible to the superintendent of schools.

In health instruction the emphasis is: (1) to teach children what are the most desirable health habits and, (2) to create situations in which such desirable habits may be developed so that long before maturity is reached, they will become natural and spontaneous responses. Teachers, nurses, doctors, and dental hygienists all cooperate in the program.

The Daily Checkup

Every morning in the elementary schools, teachers conduct a daily checkup for cleanliness. Pupils take pride in the neatness and cleanliness of their own persons and in that of their classmates. In this way the checkup becomes a cooperative movement with youngsters eager to show scrubbed hands and nails, fresh handkerchiefs, and well-kept hair. The whole activity is conducted so as not to cause any embarrassment; but under the tactful, friendly guidance of the teacher the standards of personal appearance and cleanliness have been raised to a higher level.

Health instruction teaches the child the value of exercise, the necessity for sufficient sleep in rooms with open windows, the importance of a balanced diet rich in fruits, vegetables, and milk, the need for absolute cleanliness of body, the value of proper clothing for different kinds of weather, and the importance of regular visits to the doctor and the dentist. Health instruction is, then, a far cry from the highly technical studies in physiology and anatomy which not so many years ago made up the health curriculum. Instruction in body functions is still important — but only if the information is within the child's grasp and serves as the background for the formation of the right kind of health habits.

But it would be futile to teach what the desirable health habits are if conditions are such that the child cannot practice them. For instance, a child might know the value of drinking milk; but if there is no milk, he cannot drink it. This problem led to the beginning of the milk service in our schools. With the cooperation of the school nurses and teachers and under the direction of the Supervisor of Health Instruction, an important activity was instituted as part of the regular classroom instruction on "how we grow." This activity was the weighing of all children in the elementary schools during October. The weight of each child was then checked against standard charts giving the normal weight with reference to age, height, and sex. As it was recognized that there are fallacies inherent in a strict interpretation of such charts, which disregard important factors such as heredity, build, etc., it was agreed that up to a 10 per cent difference between a child's actual weight and the standard weight would not constitute a dangerous health situation. But whenever a child's weight fell below a 10 per cent difference, the case at least required special study.

So it was that in 1931 the drive against malnutrition started and has continued annually ever since. To each underweight child a letter is given to be taken home to the parents. The letter tells the parents that the child is underweight and signifies the willingness of the school to cooperate in building up the child by having milk supplied to him during the day. Nothing is done without the consent of the parents. If the family does consent, however, milk is provided in the middle of each morning.

Milk for Poor Children

The program would be comparatively easy to administer if there were not many families who answer that they would like their children to get the milk, but that they cannot afford to buy it. It was this situation which led to the establishment of the milk fund to provide free milk to poorly nourished children. The money is donated by private individuals and organizations, who find this enterprise worthy of support.

All requests for free milk are carefully investigated by the school nurse or attendance officer. Occasionally it seems that notwithstanding protestations to the contrary, a family can afford to pay. The investigating officers then attempt to persuade the parents to assume the obligation. When such persuasion fails, however, the school feels that the child should not be the one to suffer and therefore provides the needed nourishment without cost. Certainly it is better to do this than to ignore responsibility for a child's welfare.

The benefits derived from the milk service are checked carefully. All children taking it, free or paid, are reweighed, usually in January and April. The results more than justify this part of the health program. Last year, of the 1117 children who participated in the milk service, 558 gained enough to come up past the danger line. In one of the large schools where the economic conditions of the homes are most acute, this situation was found for a typical year: Of 110 underweight pupils, 77 or approximately 75 per cent, gained sufficiently to have been brought up beyond the danger line. It is an interesting fact also that after the notice has been sent home, even though the service in school is not accepted, the notification stimulates curative measures against malnutrition.

Clean Schoolhouses Mean Healthy Children

Although the keynote of the health program is the formation of health habits, close attention is paid to the school building itself. Effective learning is dependent on a healthful environment. The physical environment, therefore, has been made as healthful as modern engineering and sanitation can make it. Nothing which might affect the health of a child is considered too trivial for careful investigation. All schools have light, well-ventilated rooms. In a new building heat is thermostatically controlled, and air is scientifically circulated. In all buildings a temperature of from 71–73 degrees is maintained during the winter, and wherever univents have not been installed, the teacher is responsible for seeing to it that windows are opened sufficiently to allow stale air to escape and fresh air to enter.

Rooms, staircases, and halls are cleaned regularly. When old-fashioned brooms and mops were found to stir up a great deal of dust — much of which settled back or hung suspended in the air for a long time — improved methods of cleaning were studied until a type of oiled mop was evolved which removed the maximum of dirt and stirred up the minimum of dust.

No discussion of a health program can ignore the function of the division of physical education. Over the entrance of the gymnasium of one of our great new buildings are engraved the Latin words for "A sound mind in a sound body." This motto summarizes the aims of physical education, which may be more specifically stated thus: to build a strong and vigorous body through proper exercise and to instill in the child a worthy pride in this strong and vigorous body; to prepare for his mental health by giving good clean sport a chance to combat possible morbid or hysterical tendencies; to teach self-control and self-discipline — in short, to supplement the teaching and supporting situations in which the most desirable habits are developed and practiced. The program is based logically on the child's instincts for play, and on his mental and physical development. This explains why certain exercises and games are used in the elementary school and others in the higher grades. Relays, simple ball games, and rhythmic

[1]Superintendent of Schools, Wilmington, Del.

exercises suit the younger athlete and the more complicated sports fit the needs and interests of the older one. Special exercises are given to correct certain physical weaknesses and an intense posture campaign is conducted annually.

The maintenance of a healthful learning situation by keeping the buildings clean, the teaching of desirable health habits, and the creation of specific situations in which health habits are practiced are two important aspects of the health program. But if the program ended here, many health problems would be ignored, and the aim of education to send into the world healthy, happy, and efficient men and women would be thwarted. The Division of Health Service was instituted to provide especially trained people to care for special health problems. The personnel of this division consists of four groups of officers: school nurses, oral hygienists, dentists, and doctors.

The Work of Nurses

There are seven full-time school nurses. Each is kept busy with a great variety of duties and responsibilities. She assists the teachers in the teaching of health habits. She renders first aid when an accident occurs during school hours. She applies disinfectants and bandages to cuts and bruises. She is on the lookout for malnutrition and calls attention to cases needing special care. She is the liasion officer between the home and the school for her frequent visits to the homes of children in her district give the school much valuable information as to economic and social conditions which affect the child's health and progress. During the physical examinations conducted periodically she assists the doctor and keeps records necessary for follow-up work. She checks the medical inspection cards to see if defects have been corrected; and where care is not forthcoming, she makes investigations. If parents are too poor to pay for treatments, she recommends that free care be provided; and, when such treatment is available without charge she sees that the deserving party receives it. Many a child's eyesight is being saved because of the friendly, earnest, follow-up work of a school nurse. Many a case of blood poisoning has been averted because of the prompt and skillful applications of the school nurse. Many an invaluable service has been rendered to children from approximately five thousand visits which school nurses paid to homes last year alone.

Reference has already been made to periodic physical examinations. The board of education employs three regularly licensed physicians. The desirability of regular, frequent examinations for everyone, adults and children, has been much publicized within recent years. If the habit can be instilled in young people, the chances are it will continue into later life. But a more immediate need for medical inspection in the school is the fact that there are many latent weaknesses which a parent does not realize exist until some obvious — sometimes violent — symptom arises. If attention is directed to the dangers of such weaknesses, something can often be done to save the child from illness or serious physical handicap. Another benefit of physical examination in school is that children from homes too poor to pay a physician get the benefits of the examination; and, since the examination is made for all pupils, there is none of the embarrassment of an act of charity. This last is very important, because the mental health of children is as important as their physical welfare. The school is benefited also, since the full and careful records which are kept help in planning and adapting the school program to the individual's need.

The School Doctors

The medical inspectors have specific responsibilities and their powers are strictly circumscribed. They spend two hours every morning examining children; but they do not recommend or administer any treatment except in cases of first aid. The scope of their authority is to examine children and to record — or give to the nurse for recording — the information demanded by the medical inspection card. Sometimes they are requested to examine groups for the detection of infectious or contagious illnesses. They may then exclude from school anyone who shows any symptoms of a communicable disease.

The school doctors also examine all candidates for participation in athletics, so that no pupil can enter a competitive sport until his general fitness for the game has been certified by the doctor.

After the general examination, the parent is notified if any defect has been discovered and is advised to get prompt treatment. No particular doctor or hospital is singled out; no remedies are prescribed; no treatment is administered. In this way, the school doctor does not in any way interfere with the work or the prerogatives of the regular physician. Instead he cooperates fully with all health agencies in preserving the physical welfare of children.

In order to assist in checking the results of the medical inspections, parents are asked to have the card notifying them of a defect signed by the physician who administers the treatment. All such treatments are then recorded on the child's physical record card, so that a fairly complete history of a child's health is kept up to date from year to year.

One of the most prevalent sources of infection is the teeth. Realizing that teeth are often neglected because of poverty, the board has engaged the services of three licensed dentists to render necessary dental treatment to children whose parents cannot afford to pay. Here again care is taken not to interfere with any of the functions of the private dentist, for every child to whom free dental service is given must have an authorization blank approved by the Director of Health.

Closely associated with the work of the school dentist is that of the dental hygienists. Clean teeth will probably be healthy teeth. The board therefore employs four dental hygienists to clean children's teeth and to teach them that very elementary but most vital habit — the use of the toothbrush. Their work is chiefly among the lower grades 1–6, where each year they examine the teeth of all the children. When they find teeth which need the care of a dentist, they notify the child's teacher, the parent, and the school nurse, so that, through the cooperation of one or the other, the necessary treatment will be administered. Again, as in the case of the other officers of the health service, the dental hygienist does not recommend any dentist. Her function is to direct the attention of the child and the home to the urgency of dental care.

Doctors, dentists, oral hygienists, and nurses — all are working together to safeguard the health of children. They stand as sentinels before disease, examining the terrain where the enemy is likely to gain a foothold, challenging every suspicious symptom, building up defenses against the insidious germ, and battling to destroy that germ if it gains a foothold in the body of a child. They are at once the defenders and the aggressors; their aim is both to prevent and to correct. No knight of old, going forth in shining armor to right the wrong, to defend the weak, or to succor the oppressed, was ever devoted to a higher ideal than those who serve in our public schools to safeguard the lives of children.

MOVABLE FURNITURE RECOMMENDED

Movable furniture has distinct educational values in elementary schools, according to a report of a special committee of the New York City board of education. Headed by Mr. Ellsworth Buck, president of the board, the committee has urged that on the basis of experiments in four schools, it will be advantageous to install movable tables and chairs in spite of the fact that the outlay will be higher than the expenditures needed for fixed desks.

In Public Schools 68 and 111, Manhattan, where movable furniture is in use, the principal stated that he would not care to return to fixed furniture. Of 18 teachers contacted, 14 were favorable to movable furniture, and three were against it. In the Columbus High School, the principal was decidedly in favor of movable units, while the principal of the Lafayette High School was opposed to them.

In regard to maintenance, it was reported in all the schools visited that there had been no structural failure of either type of movable unit up to the present time. Custodians in all the schools were of the unanimous opinion that movable furniture does increase to a small degree the amount of time required for day-to-day cleaning, but they agreed that movable furniture facilitates the major cleaning operations during the vacation periods. In two schools, the custodians stated that the two factors balanced one another.

In a test of the panic hazard, conducted in two schools, both schools were given good ratings. In both instances the children were lined up and marched from the room in less than 25 seconds.

In an educational way, it was the consensus

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The Superintendent Looks at Speech

L. A. White[1]

Until recent years the superintendent with normal vision could readily "look at speech" and have little difficulty in seeing it all clearly.

But, times do change, and kaleidoscopic changes have come into the school-speech picture, until today a professional microscope for near vision and a professional telescope for the far look are both necessary.

In our own schools in Minot, N. Dak., last year we were rather pleased to have our high school debating teams travel 2300 miles to participate in sectional, state, and interstate debates, one team winning 24 of 30 debates and first place in six of seven tournaments; the other team winning 20 straight debates, including all three of the state finals and thus the highest state honors; and one debater winning the "highest individual honor" award.

And, too, it was gratifying when the Minot High School one-act play cast won sweepstake honors at the state contests, winning first place for the play, and highest honors for boy actor and highest honors for girl actor.

Then, too, there was a sense of satisfaction when members of the preceding senior class made very acceptable records in the College Entrance English tests at the State Teachers College, with a percentile rating of 73.61 instead of the expected 50.00 in language usage, and a rating of 63.23 in vocabulary instead of the expected 50.00.

And yet it is quite within the possibilities that an even more significant thing occurred in the third grade in the Lincoln School in the achievement of Dicky A. The boy stammered rather badly but through the school setup for pupil participation in school activities and control, he was appointed to some committee work and was later made chairman of an important committee. And in her annual report his teacher states that Dick presides at several meetings without any stammering at all; subsequently he participated in the home-room speech festival and closed the year by being one of four to give a declamation in the Lincoln School Speech Festival. Dick's experience duplicated enough times might easily be more important than the honors won by high school debating or dramatic teams.

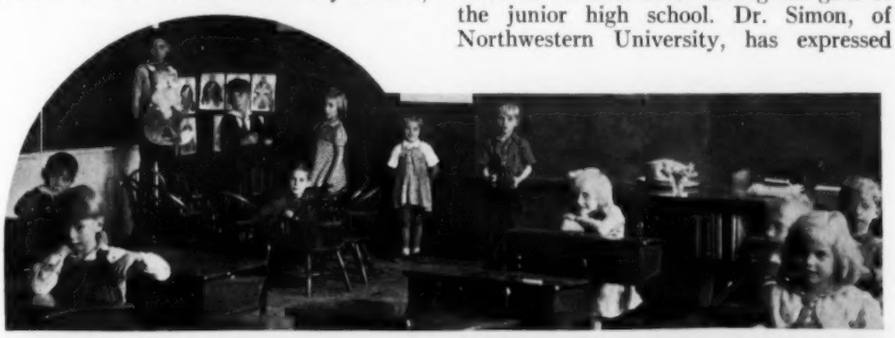
Or it might be that the clinical language course, presented through study-center work from the local state teachers college, attended by teachers from nearly every grade level, including the high school English teacher whose graduate degree is in the field of speech — it might well be that this may prove one of the most important factors in the Minot public schools' attitude toward speech.

A Speech-Language Clinic

Or possibly attendance by the superintendent, several principals, and a number of the teachers at a speech-language clinic, conducted by Dr. Simon, noted speech authority of Northwestern University, may prove of deeper significance. A famous collection of throat illustrations was thrown on the screen in the original during this clinic, and the discussions opened up both an extensive and intensive picture of speech problems.

Or it might be that the recently developed speech festivals may prove fundamental in the influence. Scores and scores of boys and girls in junior and senior high school have participated in the county speech festivals.

But more likely, the new experiment last year of the City-wide Home-School Speech Festival will prove of large value. In every room of each of the six elementary schools, literally all of the children participated in at least the home-room festival, either in formal declamations or informal storytelling. True it is, that some would not actually appear on the festival program, but at least they "labored in thought" as they made their decisions whether or not to take part. We remember with much satisfaction how a few years ago Edith H., after conference with her mother and with her superintendent, still could not determine whether to take part in the formal declamation contest until two or three mornings later she came to the breakfast table to announce to her mother that having prayed over the matter she had made up her mind that she would try to be brave enough to take part; and this year Edith was recognized as the best actor among the girls of the junior high school. Dr. Simon, of Northwestern University, has expressed



Top: the "Three Little Pigs" form the interesting subject matter for an informal dramatics class of first graders. Middle: Dicky A. presides over his school club of sixth grade pupils. Dick has so mastered his speech that he does not stammer. Bottom: semi-formal dramatics are frequently developed in an activity room with an audience situation. Both auditors and actors gain confidence in their use of speech.

[1]Superintendent of City Schools, Minot, N. Dak.

his approval over this type of room and school and interschool speech festival.

Program in a Modern Building

Or again, it may be that the new type of work now under experiment in Sunnyside School will prove of most lasting importance. In this ultramodern building every room is treated acoustically on floors, side walls, and ceilings. Then there is the activities room with a little raised dais, of good proportion and conformation for individual and small group storytelling, declamations, and informal dramatics. And then there is the formal auditorium and stage, fully equipped with appropriate lights and curtains adapted to the most complete and formal dramatics. And Miss Miner, especially trained in speech and dramatics work, will undertake to lead the teachers of this school in the development of a wide variety of speech activities in their own classrooms, with semiformal activities in the activities room, and formal activities in the auditorium.

A generation or two ago speech "a la Delsarte" and elocution with occasional melodramatic "theatricals," composed the entire picture of speech work, but fortunately high lights were thrown upon this artificial view, and speech and language work have lost their artificiality and have become highly practical.

The school of today must see speech in the large as that phase of education which shall seek for personal poise and self-control, that shall capitalize and stimulate imagination, that shall develop leadership and initiative, that shall bring skill in speech arts, that shall provide opportunity for teamwork and cooperation, that shall correct individual speech defects, that shall stimulate straightforward and foursquare thinking; that shall affect the community life of the entire school and at the same time effect changes in the lives of individuals, that may possibly become a core around which much other subject matter may correlate.

The school superintendent, generalist that he is, as he "looks at speech," cannot too readily tell just where this work should begin, just where it should end, and just what its place in the curriculum should be. Surely it may well start in the first grade, and certainly no high school senior has exhausted its possibilities.

Correcting Reading Deficiencies

One of the most popular problems toward which teachers and administrators are turning their attention these days has to do with reading deficiencies. And it is growing upon our attention that part of the difficulties are not merely difficulties in reading symbols but have to do with the meaning side of reading. Children learn to read words, not thoughts, and unfortunately in their reading classes read words rather than express ideas. And so it seems logical to believe that such a tie-up as has never before existed might appropriately be made between the reading class and the language class, each losing its identity as it becomes a part of the other. Presumably, some farseeing teacher or administrator will before long prepare a series of correlated readers and language books that will pave the way for this correlation.

And so when the school superintendent "looks at speech" he finds it necessary to rise above the busy hum of classroom routine, separate his thoughts from the show and theatricals of declamations and dramatics, avoid the complexities of an already overfull course of study, and see in "speech" an educational tool which, with an ever increasing professional skill, may prove a larger factor in solving individual and group educational problems than has yet been realized.

In the upper grades formal dramatics are occasionally employed for special purposes. It would be difficult to say that the actors enjoy themselves more or benefit more than do the members of the audience.

VIRDEN COMBINES TAX AND ACTIVITY FUNDS

The problem of the dual financial system, which has developed in many high school districts in Illinois, has proven especially detrimental to a strict conformance of school officials to budget limitations. Likewise, it has decentralized the check and control over receipts and disbursements, particularly of the so-called "students' activity" fund.

Although circumstances in individual communities vary the problem, an analysis of a successful solution in one community may answer the requirements of a particular district. Virden Community High School District 198, Virden, Ill., has solved its particular problem by introducing an effective yet nonrestricting plan of fund centralization which merits consideration as a plausible solution for other school districts to try.

Under the dual financial system, the township treasurer who is also school-district treasurer, handles only the money derived from direct taxation, paying out on orders authorized by the school; while the students' activity fund, made up of money from gate receipts, rentals, fees, and refunds, is collected and disbursed by employees of the school—superintendents, principals, coaches, office employees, or secretaries.

The Virden plan calls for the appointment of a financial secretary as an assistant to the town treasurer. He must be an individual who is neither a member of the school board nor the faculty. This financial secretary's duty is to keep an elaborate and accurate ledger. All students' activity money coming into the general school fund with the exception of class funds, is deposited in the bank with the tax moneys in the name of the township treasurer. A duplicate receipt is made out to the school's financial secretary.

This secretary then posts all receipts and disbursements, presenting the members of the board, and anyone interested, with a *monthly* financial report, indicating (*a*) the estimated receipts for the year, with (*b*) the monthly receipts added, and showing (*c*) the balance still unrealized; and (*d*) estimated appropriations and (*e*) disbursements for the month. Nonbudget items, meaning the "activity" fund, are treated in the same way with an itemized account made for the bank deposits and general orders issued for the month.

Through the use of this system, Virden Community High School has found that the board members and the school's executives are forced to adhere closely to the budget, as it is continually being brought to their attention by the financial secretary's detailed monthly reports which are open to the scrutiny of anyone interested. The plan counteracts the tendency of most school boards and superintendents to overlook budget limitations, especially when special appropriations are made, no account being taken of the budget until the auditor makes his report. This plan appraises the status of the budget in concrete form monthly, thus eliminating any such laxity.

Although the plan centralizes the payment of orders and provides for a single fund, it does not restrict the school employees from continuing to hire and pay sports and activities officials; for example, athletic referees. It merely requires that the receipts and disbursements be recorded and checked monthly.

With minor modifications, dictated by the particular circumstances, other communities could well introduce the plan and benefit from its advantages.

The Chinook High School, Chinook, Montana, is a civic monument to education of which any community may be proud.— Fred A. Brinkman, Architect, Kalispell, Montana.

BEAUTY IN THE WEST

Walter L. Conway[1]

The people in and around Chinook, Mont., are proud of their high school. They believe that the school is benefiting the young people of the community, and they are willing to do all they can for the school. Perhaps that is the reason that visitors to Chinook, a little town of about two thousand located in the Milk River Valley in northern Montana, are actually startled to find there what many have termed "the most beautiful school in the west."

Seventeen school districts, or about half of Blaine County, united to erect this building at a cost of $186,000. Fred Brinkman, of Kalispell, Mont., is the architect, and Lease and Leigland of Great Falls, Mont., were the general contractors. The building consists of twelve classrooms, an auditorium, a library, offices, and teachers' room.

Many, many high schools are larger than this. But very few can compare with it for beauty.

The outside of the building is remarkable for the simplicity of its modern straight-line architecture. The building is of white brick, faced with white-glazed tile. This is relieved by glass brick and black tile above the entries, and black tile between the windows of the first floor and those of the second. The building is two stories high with the exception of the auditorium, which is on the ground floor. With the exception of the boiler room, there is no basement.

On entering the building, the attention is attracted by the doors and trimming of Philippine mahogany. The surface floors in the wide corridors are asphalt tile. The wainscoting, to a height of 5½ ft., is light brown vitrified tile. Lockers, sufficient for all pupils, are set into this, forming a part of the wall. Above the wainscoting is cream-colored plaster; the ceiling is zonolite plaster, to help reduce noise, and is painted with aluminum paint.

Floors in the classrooms are maple, and the trim is fir. In the classrooms on the south and west sides of the building, which receive direct sunlight much of the day, the plaster is painted in a pastel shade of green. The rooms on the north have a pastel shade of rose.

All equipment in the building is new. In the home-economics kitchen are five

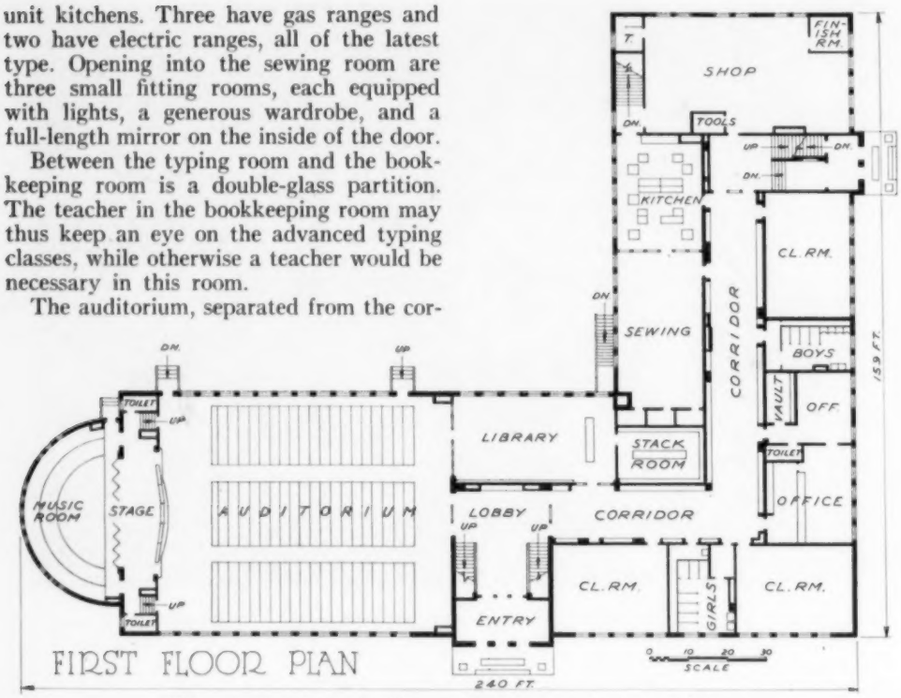
***The Chinook High School Library** is properly the academic nerve center of the school and one of its most attractive rooms. Woodwork, furniture, and book shelving have been chosen to provide a warm color harmony to which the attractively tinted walls and ceiling and the artistic lighting fixtures contribute.*

[1]Superintendent of Schools, Chinook, Mont.

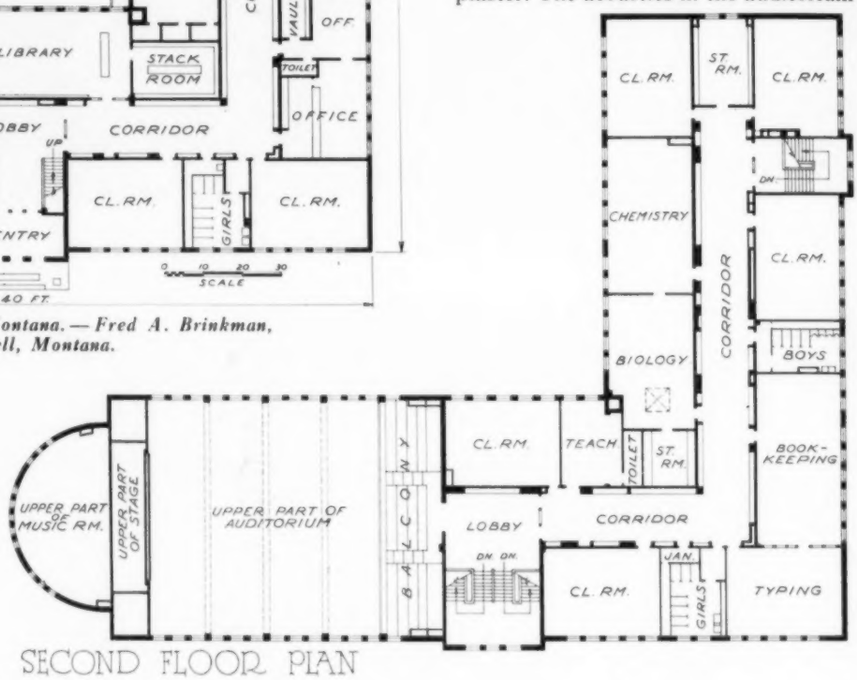
unit kitchens. Three have gas ranges and two have electric ranges, all of the latest type. Opening into the sewing room are three small fitting rooms, each equipped with lights, a generous wardrobe, and a full-length mirror on the inside of the door.

Between the typing room and the bookkeeping room is a double-glass partition. The teacher in the bookkeeping room may thus keep an eye on the advanced typing classes, while otherwise a teacher would be necessary in this room.

The auditorium, separated from the corridors by fireproof doors, is unusual because of the fact that it complies exactly with the ideas of the United States Office of Education as to what a school auditorium should be, and to which, according to the Office of Education, very few school auditoriums conform. The room is 60 ft. wide, and 75 ft. long, exclusive of the stage. There is a drop of 3 ft. in the floor from the rear of the room to the front. The floor is maple; in the aisles, and in the front and rear of the room, it is covered with heavy rubber of a light color. The wainscoting is of light brown vitrified tile, like that in the corridors. The side walls, above the wainscoting, are mostly windows with pilasters between. The pilasters are painted with zonolite paint, giving somewhat of a golden color. The ceiling is acoustic celotex pointed with aluminum paint. Four large beams cross the ceiling; these are covered with zonolite plaster in the natural color, and are decorated with small blue medallions. Between the beams are eight large circles of two-tone blue. In each of these is a two-tone gold star. The indirect lighting fixtures, of the silver-bowl type, hang from the centers of these stars. The front and rear of the room are plastered with natural-color zonolite plaster. The acoustics in the auditorium are



Chinook High School, Chinook, Montana. — Fred A. Brinkman, Architect, Kalispell, Montana.



Chinook High School, Chinook, Montana. — Fred A. Brinkman, Architect, Kalispell, Montana.

Left: a corner of the typing room. A sound-proof glass partition divides it from the general business education classroom.

Right: the biology classroom is simply but adequately furnished.

very satisfactory. Heavy shades at the windows permit darkening the room at any time for motion pictures.

There are 513 seats on the main floor, and 142 in the balcony at the rear of the room. On the main floor, each alternate seat is fitted with a tablet arm which, when the room is used as an auditorium, can be folded under the seat. These tablet arms permit the use of the auditorium as an emergency study hall.

On the stage, the proscenium arch is 31½ ft. wide. The main curtain is of turquoise blue velvet. There is a small dressing room on each side of the stage. The main part of the stage is 14 ft. deep. Complete stage lighting equipment is provided.

At the back of the stage is a sound-proof folding door. Beyond this is the music room, semicircular in shape, with a 22-ft. radius. By opening the folding door, the music room becomes a part of the stage. It is my understanding that this is the first time such an arrangement has been tried. The music room is fitted with two 4-ft. tiers curving against the wall, for the musicians' seats. By arranging the curtains of the cyclorama, any desired part of the music room can be used, with the stage proper, for dramatic productions. This gives the stage any desired depth to 36 ft. The windows in the music room are tall and narrow, and are of glass brick.

Immediately back of the stage is the music room separated from the stage proper by sound-proof folding doors which can be pulled back when concerts, etc., are being given.

The auditorium of the Chinook High School is brilliantly and harmoniously colored and forms a thoroughly attractive community center.

Separated from the rear of the auditorium by a glass partition is the library, which is fitted with a sufficient number of tables and chairs to care for all students who will be using the library at one time. A large stack room joins the library.

There are many and large windows throughout the building, providing unusually good lighting. This is supplemented by electricity. In each classroom there are six or eight indirect lighting fixtures of the silver-bowl type, with large globes. In the corridors and in the stack room, lighting is semi-indirect. It is very doubtful if many schools in the country have such good lighting as the Chinook High School.

The building is heated by steam generated by natural gas. Rooms are provided with heating units, deriving their heat from the central plant, which bring air from the outside by electric fans in each unit, and clean the air as it is drawn into the building. A fireproof vault is built into the office. Rooms are connected by a telephone system. Adequate toilet facilities for both boys and girls are provided on each floor. Each room is equipped with electric plug-in switches, and science rooms and home-economics rooms are supplied with gas.

For the country as a whole, school population is decreasing. This, however, is not true of Chinook, due to a growing community. With this in mind, the architect has furnished complete drawings for an addition which will be in complete harmony with the building if it should be necessary in the future.

A GUIDANCE DEPARTMENT IN PALMYRA, N. J.

The guidance department in the high school of Palmyra, N. J., comprises a number of members of the high school faculty, who are assigned to work within the department. A good picture of the work of the guidance department is given through the following outline, which shows that the work is functioning with the cooperation of the entire school staff.

An orientation class for freshmen has been organized, with each freshman taking one period a week in guidance. During the first eight weeks he becomes acquainted with his school; he learns about the courses offered; he becomes acquainted with the school itself; and he learns about school loyalties and traditions which help him fit into school life better and to make him a better adjusted pupil. During the next three report periods, he studies the various occupations with the purpose of making a better vocational choice. During the last period of the year he makes a study of the requirements of his choice, his high school plan for the next three years with this choice in mind, and determines what additional preparation will be necessary for the work of his choice.

It was found advisable to devise some plan for encouraging students to keep up their work better and a series of warning reports were issued for this purpose. These comprise a series of written notices, signed by the teacher, reporting pupils for inadequate preparation and work. The pupil countersigns it, and then the notice is sent to the guidance department. The pupil is called in for an interview and an adjustment is made for more efficient work. In case there is a lack of home preparation, a form letter is sent to the home, signed by the supervising principal, and a request is made for the signature of the parent. The letters are filed in the pupil's individual folder for future reference. The plan has had the effect of forcing the lazy pupil to do better work.

During the year 1939–40, each student in the high school was given an individual folder in the guidance office. This folder contains all significant particulars about a student. These include results of tests, past records, grade teachers' reports, activity questionnaires, and excuses for absence.

Main Front, James Denman Junior High School, San Francisco, California.— W. P. Day and H. L. Michelsen, Associated Architects, San Francisco, California.

San Francisco's Newest Junior High School

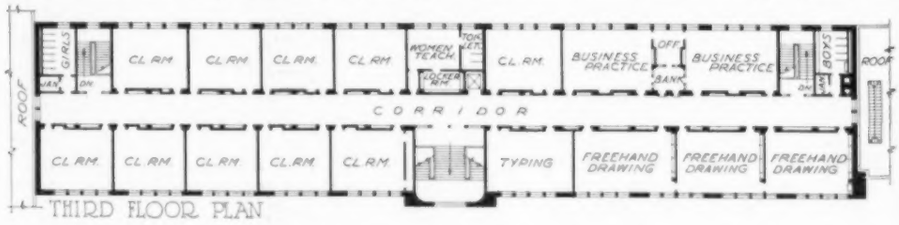
Newer methods of education, the centralization of activities, the correlation of shopwork and academic studies, along with a desire for the greatest possible economy and stability in construction, influenced the plan and design of the James Denman Junior High School of San Francisco. The architects planned the building on the basis of an extensive study of the educational program and of probable modifications and extensions of the instructional work offered in the seventh, eighth, and ninth grades.

The exterior design is a simplified, strong mass of neoclassic architecture. The educational character of the work conducted in the building and the necessity of adjusting the structure to climatic and geologic conditions, all influenced the exterior design. The walls are concrete and are a light rose beige in color, with long, horizontal, clear blue-green bands between the gymnasium and the future auditorium. The central motif accentuates the main entrance and carries the light-colored walls above the parapets. To the east is the well-proportioned gymnasium building, with fluted pilasters between the windows decorating the wall surfaces.

The shop building, while it clearly indicates the industrial character of the work carried on within, harmonizes well with the academic building. Facing Oneida Street is the three-story academic building, which is 323 ft. long and 67 ft. wide. The gymnasium to the east is 112 ft. long and 74 ft. wide, and the shop building, adjoining the academic building, is 113 ft. long and 81 ft. wide. The buildings are reinforced concrete and steel, constructed to resist earthquakes in accordance with the state laws.

The Academic Building

The greater portion of the basement is above grade, particularly at the east and south ends. In the basement of the academic building space has been provided for the cafeteria and its kitchen and service rooms. The boiler room, book storage space, and



Third Floor Plan, James Denman Junior High School, San Francisco, California.

The boys' and girls' gymnasiums are separated by a huge folding door which is opened when exhibition games are being played.

service rooms for the janitor and the electrical service are also found here.

On the first floor of the academic unit the space to the left of the main entrance is devoted to the administrative offices, which includes a private office for the principal, a general office for the school secretary and her assistant, and four private offices for the department heads and guidance workers. A first-aid room and a health room for the nurse are located at one end of the academic unit adjoining the gymnasium. On the same floor there are two large laboratories for cooking, with a practice dining room and storage space between. Sewing and millinery rooms, with storage and fitting rooms, are on the same floor. Six academic classrooms complete the floor.

On the second floor there are ten standard classrooms, a large library with a textbook room adjoining, three science classrooms with two preparation rooms between, and a large science lecture room.

The Gymnasium and Shop Building

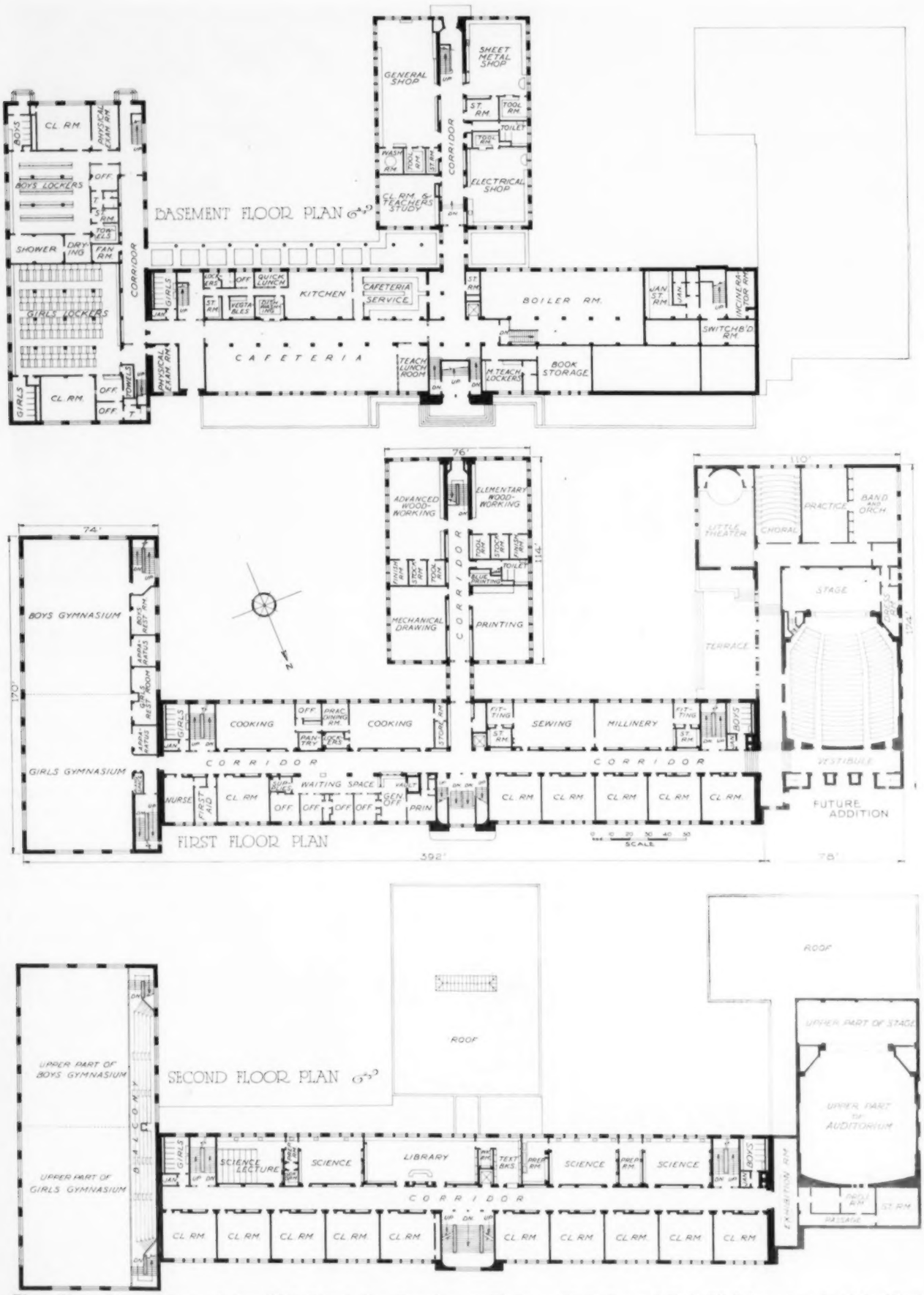
The gymnasium unit, which at present serves for assembly purposes, has in the basement boys' and girls' locker and shower rooms, offices for the men and women physical education instructors, two classrooms for physical education, and various storage rooms. The gymnasium on the first floor consists of a double gymnasium, each section measuring 55 by 75 ft. with a large folding door. The two galleries contain 450 seats for spectators. The gymnasium unit is so arranged that it can be used independently of the balance of the building. The space under the balcony is used for rest rooms and apparatus storage rooms.

The shop unit contains in the basement, which is actually above grade, an electrical shop, measuring 30 by 40 ft., a general shop, measuring 40 by 60 ft., a sheet-metal shop, measuring 30 by 40 ft., a classroom, a number of wash and storage rooms, and a toilet.

On the first floor there are a print shop, a mechanical drawing room, and an ele-

Left: the machine shop is equipped with the latest type of lathes, drill presses, etc.

Right: the typical classroom has movable furniture, storage cases for teaching materials and books, direct heating, and unit ventilation.



Floor Plans, James Denman Junior High School, San Francisco, California.—W. P. Day and H. L. Michelsen, Associated Architects, San Francisco, California.

mentary woodworking shop, each of which measures 30 by 40 ft., and an advanced woodworking shop, measuring 30 by 45 ft. There are also on this floor various finishing and stock rooms, a toilet, and space for blueprinting.

When completed, the building will embrace an auditorium wing, which will include a fine theater to seat 600 persons. To the rear of the stage there will be a "little theater" to seat 150 persons, a choral room with 75 seats, and orchestra-practice room, and a band room.

Construction and Equipment

As stated above, the building is completely fireproof and earthquakeproof. The classrooms throughout are finished with plaster walls, cork-carpet floors, and hardwood trim. The toilets have tile floors and wainscoting, and plaster walls and ceilings. The corridors are finished with plaster walls and terrazzo floors. Careful use has been made of acoustic materials for the auditorium and corridors so as to reduce unnecessary and disturbing noise.

The electrical equipment of the building is complete. Power outlets are provided for individual drive of all the machines in the shop building. The classrooms and shops are equipped for direct lighting and visual instruction. The installation includes a program-and-bell signal system and a public-address system.

The building is heated by low pressure steam ventilated by a central fan system.

The plumbing is of standard school quality.

Since light is important in modern schools and both pupils and teachers are emotionally affected by colors, the architects have made a careful study of color in the classrooms, corridors, and gymnasium, and have achieved bright and harmonious effects.

The space between the rear wings of the building, to the south, have been paved so that much of the physical education work can be carried on in sunny, sheltered spaces.

The building is planned to house a normal pupil capacity of 1650 boys and girls. The cost of the academic, shop, and gymnasium units completed thus far was $818,389.91.

The planning and the supervision of the construction was carried on by Mr. W. P. Day and H. L. Michelsen, Associate Architects, San Francisco.

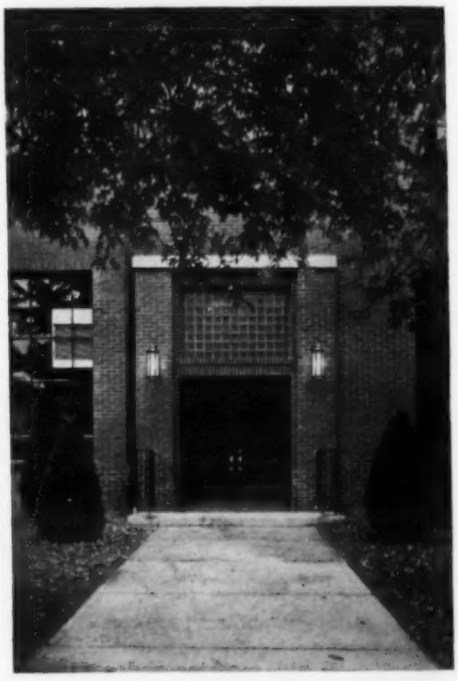
Lorain Centralizes Industrial Arts

For some years previous to 1938, the industrial-arts department of the Lorain, Ohio, High School was handicapped by a lack of floor space and equipment. There had been a considerable increase in enrollment, and the school authorities had recognized the challenge which economic and industrial conditions had flung into the lap of educators in the constantly growing need for the development of habits, skills, attitudes, and appreciations which could be satisfied only through training hands and minds in a general survey of the practical arts. The high school had offered excellent courses in metalwork and woodwork, but there were constant calls on the part of parents, industrialists, and the school authorities themselves for well-balanced courses in mechanical drawing, automotive theory and practice, electricity, machine-shop practice, sheet-metal work, cabinetmaking, art metal, foundry work, plastics, etc. For the girls there were corresponding demands for added courses in sewing, textile studies, cooking, and home management.

A study of the entire problem of housing the secondary school enrollment indicated the need of additional classroom space and the desirability of providing this by removing the shops, the drafting rooms, the music and the dramatic-arts rooms, from the high school building proper. An investigation of the school city's finances, revealed the fact that a building to house the industrial arts, the homemaking, and the arts departments, could be readily paid for without increasing the tax rate provided a PWA grant could be obtained.

Under the direction of Supt. P. C. Bunn, a complete study of the instructional program and of the added building requirements and equipment was made. The educational needs, as stated by the school authorities, were translated by Architect F. J. McFadden into a plan for a two-story Arts Building adjoining the main high school. Bids for the building were let in October, 1938, and the school occupied the structure in September, 1939.

The general woodworking shop is fully equipped for hand and machine woodworking and cabinet work.



The entrance to the building expresses the character of the education provided indoors.

Top left: the sewing room.

Top right: corner in the art room.

Middle left: the well-equipped auto mechanics shop.

Right bottom: the general shop which offers work in sheet metal, electricity, printing, and woodwork.

Construction Details

Steel windows, Truscon.
Insulation and acoustic materials, Celotex.
Unit ventilators, Herman Nelson.
Temperature control, Powers.
Lighting, Wakefield semi-indirect.
Toilets and urinals, Crane.
Flush valves, Sloan.
Lockers, Lyon and All-Steel.
Desks, American Seating and Heywood-Wakefield.
Tablet-arm chairs, Heywood-Wakefield.
Woodworking benches, Sheldon.
Machine shop, South Bend and others.

The building, which measures 198 by 174 ft., houses on the first floor, a general shop, an automotive shop, a machine shop, a woodworking shop, a foundry, a washroom, and boys' toilets and lockers. A large study hall, a drafting room, an art room, two home-economics rooms, a combined dramatic arts and instrumental music room, and a choral room are placed on the second floor. Storerooms, toilets, offices, a music library, are minor spaces on both floors.

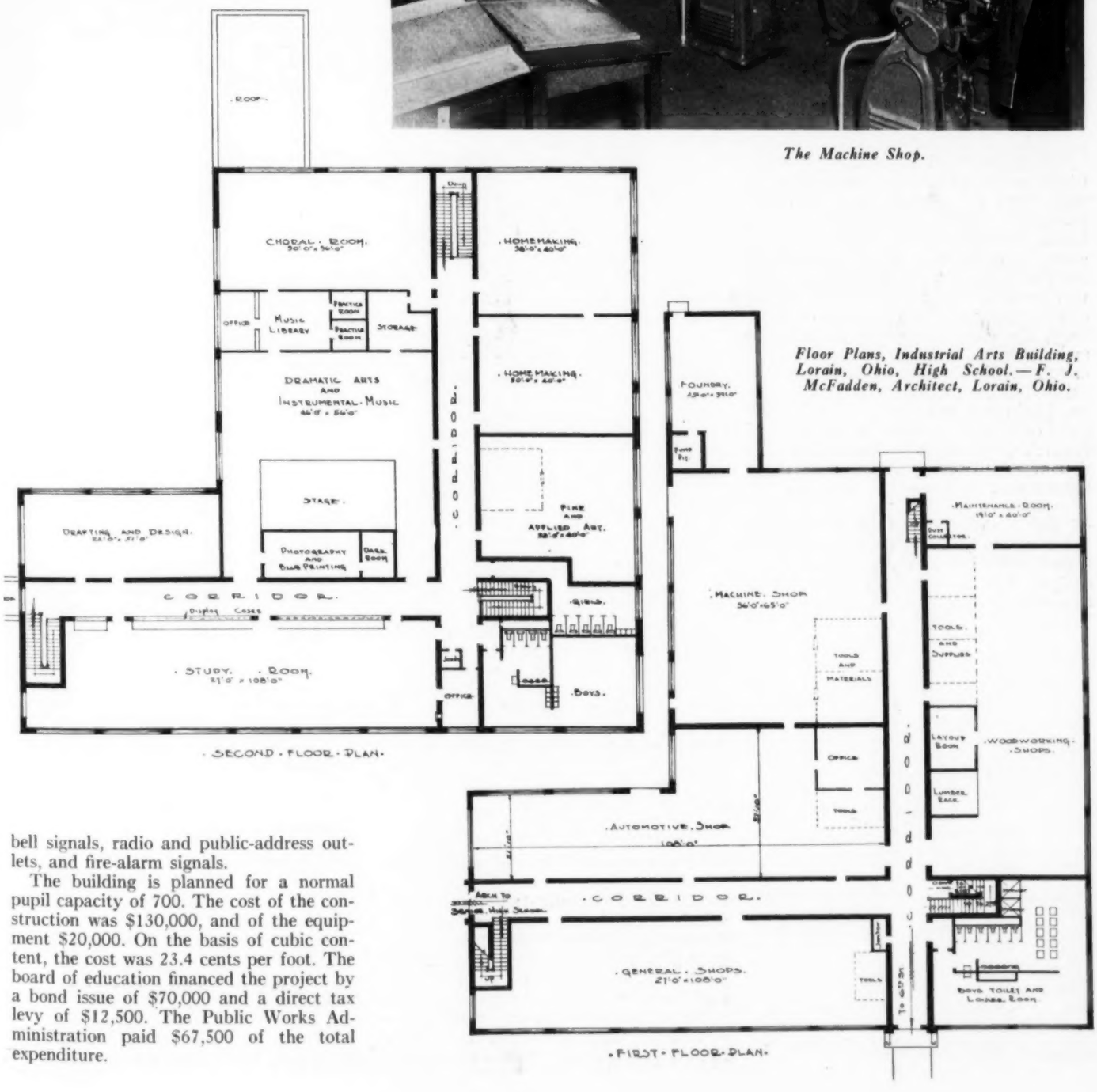
The building is simply designed in severe industrial lines, with red brick walls, steel fenestration, Bedfordstone trim, and glass blocks. Interior bearing walls are brick, and floors and roof are concrete. The finish floors in the corridors and toilets are terrazzo; in the machine and automobile shops, concrete; in the woodworking, homemaking, drawing, study, and dramatic

arts rooms, hard maple. Walls throughout are plastered and the ceilings are acoustic plaster or acoustic tile. The roof is insulated with a fireproof material and is covered with a four-ply built-up roofing. The stairs are steel and terrazzo.

The building is heated by means of unit ventilators, operating on steam from the main high school building, and controlled by automatic thermostats. The plumbing is of the heavy-duty type, with automatic flushing, porcelain urinals and toilets, and metal toilet partitions. The electrical service includes complete individual drive for all power machines, semi-indirect factory-type lighting fixtures, program clocks and bell signals, radio and public-address outlets, and fire-alarm signals.

The building is planned for a normal pupil capacity of 700. The cost of the construction was $130,000, and of the equipment $20,000. On the basis of cubic content, the cost was 23.4 cents per foot. The board of education financed the project by a bond issue of $70,000 and a direct tax levy of $12,500. The Public Works Administration paid $67,500 of the total expenditure.

The Machine Shop.



Floor Plans, Industrial Arts Building, Lorain, Ohio, High School.—F. J. McFadden, Architect, Lorain, Ohio.

Regional Planning for School-Plant Operation and Maintenance

S. P. Clemons[1] and R. L. Johns[2]

Educational leaders are increasingly aware of the fact that public education is more than a local problem. Improved methods of communication and transportation have expanded the size of the local community. The advance of technology has greatly increased the interdependence of one community upon another and one state upon another. Significant shifts in population are constantly taking place within the states and among the states, and from one section of the United States to other sections of the United States. Therefore, educational problems can no longer be studied solely from the standpoint of the local community but must also be considered from the standpoint of state, regional, and national planning.

The progress and development of public education in any state is dependent somewhat upon the educational programs in surrounding states. State legislatures are keenly interested in the educational programs in neighboring states. It is difficult for one state in a given region to forge very far ahead of the educational programs of other states in that region. On the other hand, if certain states in a given region make progress, it stimulates progress in other states in that region. Therefore, it is believed states located in a definite geographical region can profit by the development of regional conferences and regional research programs for the cooperative solution of educational problems common to those states.

Southern States Plan Improvements

During the past summer representatives from the southern states met in what was designated as the Southern States Work-Conference on School Administrative Problems to study problems and plan improvements in the following three areas: (1) continuity of service for teachers, (2) transportation of pupils, and (3) operation and maintenance of the school plant. This work-conference was held at Daytona Beach, Fla., during the first two weeks in June, on the invitation of state superintendent Colin English. Dr. Edgar L. Morphet, director of the Division of Administration and Finance, Florida State Department of Education, served as director of the work-conference. Reference was made to this conference in an article recently published in the SCHOOL BOARD JOURNAL entitled "Southern States Study Pupil Transportation" by Crawford Greene.

Committees consisting of representatives from each state carried on studies and prepared reports in each of the three fields. These reports are being published and made available to all states. In addition each state is planning special handbooks or reports on the basis of reports of the work-conference committees.

The Committee on School Plant Operation and Maintenance, on which the writers of this article served, made a thorough analysis of the problems in this field which are being faced in the southern states. Dr. John Guy Fowlkes, professor of education, University of Wisconsin; Mr. James L. Graham, supervisor of School Plant Planning, Florida State Department of Education; and Dr. Edgar L. Morphet, director of the work-conference, served as advisers to the committee and aided in carrying on the various studies.

Work of the School-Plant Committee

It is not possible in this short article to do much more than indicate the scope of the work of this committee. The following is given as examples of the types of recommendations made by the conference:

The School Custodian

The committee pointed out that . . .

Regardless of size, custodial services are essential in every school. . . . The school custodian comes in close contact with teachers, pupils, and the public. He also has many important responsibilities and duties. The physical condition of the school plant and the well-being of every individual who uses it are affected by the manner in which the custodian measures up to his responsibilities and by his efficiency in the performance of his duties. It is important, therefore, in the selection of the school custodian that attention be given to his personal qualifications, his training, experience, and general fitness for the position.

Particular attention was given to the great harm that is done by boards of education which follow the unsound practice of appointing custodians or janitors on the basis of political or other considerations rather than on the basis of qualifications for the work to be done. Detailed suggestions were given for selecting, assigning work schedules, and training the custodial staff.

Treatment of Floors by Types

There are several types of wood used in school-plant floor construction. Maple is recommended as the best; however, birch, oak, beech, and edge grain pine are satisfactory for classroom construction. Flat grain pine is not satisfactory in any school-plant floor. Concrete floor should *not* be used in a classroom.

Asphalt mastic or rubber tile are recommended for hallways, stairs, and toilets. Battleship linoleum may be used satisfactorily in hallways and stairs when laid upon concrete.

Recommended floor treatments are as follows:

1. *New Wood Floors*
   - *a*) Floor seal with bakelite finish — best treatment.
   - *b*) Floor seal — penetrates and seals the surface with satisfactory results.

The following floor treatments not recommended for the following reasons:

   - *a*) Varnish and shellac — tend to show wear after heavy use.
   - *b*) Linseed oil and mineral oils — leave floor greasy, destroy wood fiber, and create safety hazards.
   - *c*) Scrubbing with soap and water — destroys wood fiber and causes floor to warp.
   - *d*) Unfinished — no protection to wood fiber under use.

2. *Old Wood Floors*
   - *a*) Old wood floors should be resurfaced before sealing.
   - *b*) Floor seal with bakelite finish — best treatment.
   - *c*) Seal with product which penetrates wood and preserves the surface — very satisfactory.
   - *d*) Varnish, shellac, oils, and scrubbing are not recommended for treatment of old wood floors.
3. *Cement or Concrete Floors*
   - *a*) Cover with asphalt, mastic, or rubber tile.
   - *b*) Chemically treat to harden and seal surface.
   - *c*) Seal with wax sparingly.
   - *d*) Paint with heavy-duty paint which is especially prepared for use on this type of surface. Waterproof aluminum paint of highest quality is very satisfactory.
4. *Terrazzo*
   - *a*) This type of floor should be cleaned with a nonabrasive soluble sodium carbonate compound and then waxed sparingly.
5. *Marble*
   No special treatment needed.
6. *Asphalt, Mastic, Rubber Tile, and Other Floor Materials of Similiar Composition*
   - *a*) Wax periodically, depending upon usage.
7. *Linoleum*
   - *a*) Wax sparingly with a water emulsion wax.
8. *Tile — Ceramic* (clay)
   - *a*) Wax periodically, depending upon use.
9. *Stair Treads*
   - *a*) Treat the material in stair treads according to above recommendations for similar floor types.
   - *b*) In case of worn-out cement stair treads, remove portion of tread necessary to insert safety treads.
   - *c*) Old wood treads should be replaced.
10. *Cleaning of Floors*
    The main objective in the cleaning of floors is to remove collected dirt leaving the floor in as near its original condition as possible. *Water and oil should not be used* except in very small quantities, and in such cases, only for the purpose of keeping down dust.
11. *Precautions to Observe*
    - *a*) Don't use oil on asphalt, mastic, rubber, and ceramic (clay) tiles, or on linoleum and other similar composition floors.
    - *b*) Don't use any acid as a treatment on cement, marble, or tile floors.
    - *c*) Don't use inferior or unproven material. Caution should be used in purchase of all janitorial supplies. Specifications and tests should be basis for purchases of cleaning materials.
12. NOTE
    Future developments in floor treatment may alter and improve upon the recommendations made above.

Operating Hand-Fired Coal Low-Pressure Boilers

This kind of heating system is very commonly used in the southern states and its

[1]Director of Schoolhouse Planning, South Carolina State Department of Education.
[2]Director of Administration and Finance, Alabama State Department of Education.

successful operation requires much attention. It is recommended that stokers be installed wherever possible. The following recommendations are made for the operation of hand-fired coal low-pressure boilers:

1. Inspect monthly for and eliminate air leaks in boiler or furnace and chimney of flue.
2. Keep heating surfaces free of ash and soot by daily scraping or blowing.
3. Add fuel often and in as uniform quantities as possible.
4. Avoid use of slice bar, rake and hoe as much as possible except when cleaning the fire.
5. Remove ashes from ashpit before ashes are allowed to pile up within six inches of the grate at any point.
6. Adjust check or damper on flue leading to chimney so that with a good fire in the furnace there is sufficient draft to burn the coal at a rate necessary to supply the heat requirements.
7. When possible, leave ashpit doors open.
8. Keep slides in firebox doors open.
9. Shake grates often, but not enough to shake down unused fuel.
10. Add new coal by one of three methods:
a) Ribbon method — placing fresh coal in strips throughout the length of the boiler letting these ribbons be separated by strips of burning coal of approximately the same width.
b) Alternate method — placing fresh coal in one half of the boiler (longitudinally) at each firing.
c) Coking method — pushing the hot coal to the back of the boiler and adding new coal at the front.
11. Avoid overheating the building. Maintain classroom temperature of 68 deg. F. or 70 deg.; and corridor, gymnasium, and shop temperature of 65 deg. F.
12. It is desirable to fire the boiler no earlier than is necessary to have the building at the desired temperature when the building is to be needed. To this end, a firing schedule indicating the time required to heat the building at a given outside temperature should be developed in each building and when developed this schedule should be rigidly followed.
13. Stop firing and bank fire when heat is not needed at the end of the school day.
14. Provide a bulb theremometer for measuring humidity in each room. Place open vessels containing water on heating units in each classroom so as to increase the moisture content of the atmosphere. Approximately 3 or 4 gallons of water should be evaporated in each classroom daily in order to maintain the relative humidity as near the desired point as possible (approximately 50 per cent).
15. Cut off heat in rooms when they are not in use.
16. Prevent formation of air holes in coal bed.
17. Keep the fire bed thin enough for air to pass through (bituminous 3 to 5 in. thick — semibituminous 6 to 12 in. thick).
18. Keep the fire bed level.
19. Keep clinkers removed from fire bed.
20. If black smoke passes through the stack, locate and remove the cause.
21. Blow down water column daily.
22. Avoid permitting water to become dangerously low in boiler. If this accidentally occurs, immediately pull out fire and add water after boiler cools.
23. Test the safety valve daily. If the pressure rises above the popping point, the furnace draft should be closed and the heater opened. Regulate fire so that the pressure will remain below the popping point.
24. Avoid accumulation of trash and kindling in boiler room. Keep boiler-room floor clean.
25. Avoid leaving ashes in boiler room — remove immediately after taking from furnace.
26. Keep night temperatures above 50 deg. F.
27. If possible install thermostatic controls for each room.
28. Avoid piling soft coal deeper than 8 ft. in fuel room. Keep coal pile wet or obtain suitable thermometer and wet pile when and if temperature at bottom of coal pile exceeds 150 deg. F.

Detailed recommendations were also made with respect to housekeeping, cleaning and treatment formulas, roofs, walls, woodwork, furniture, hardware, windows, blackboards, maintenance of heating plants, mechanical service systems, plumbing fixtures, electrical wiring, school grounds, safety precautions, and other topics.

In developing the handbook for school-plant operation and maintenance, it was found that considerable additional research was needed on the following subjects:

1. Evaluation of new types of building materials, janitorial supplies and equipment, floor finishing materials, wall paints, etc.
2. The development of continuing maintenance programs in school administrative units and the possibility of the part-time employment of bus drivers in rural schools to assist in the upkeep of the grounds and the maintenance and repair of school buildings and equipment.
3. Further study of school-plant-planning features which affect the cost of operation and maintenance.

Much valuable technical material was assimilated into a comprehensive report made available to all members of the committee, which material will serve as the basis for the preparation of handbooks on school operation and maintenance for each of the participating states. Those participating in the conference left Daytona Beach convinced that a significant step had been taken in the right direction toward finding satisfactory solutions to the many complex problems relating to operation and maintenance of school plants. Members of the committees on school transportation and continuity of service for teachers followed similar procedures in developing very worth-while committee reports.

The members of all the committees in joint session voted unanimously to make the conference an annual affair. Next year different educational problems will be studied. However, the committees on school transportation and school-plant operation and maintenance desire to continue their study for another year in order to bring together the results of further research on the problems being studied. Although school administrative problems were given major emphasis at the first Southern States Work-Conference, it is not planned to confine the work of future conferences exclusively to administrative problems.

GUIDANCE IN A SMALL CITY

W. A. Kincaid[1] and Dorothy R. Smith[2]

One of the significant advances made in recent years by the schools of Montpelier, Vt., is in the way of the extension of its guidance services. The program as developed has no particularly unique feature to recommend it over and above many programs now in effect elsewhere. Its sole claim to recognition is in the completeness of the plan for a small school system. The total enrollment in Montpelier's kindergartens, elementary and high schools is less than 1200 pupils and for the respective units is approximately 70, 680, and 430 pupils.

How the Start Was Made

For some time the board of school commissioners had been mildly interested in the problem of guidance. One of its members, the late Ralph B. Denny, had become acquainted with two or three of the better programs elsewhere and was particularly interested in the extension of the local services. It was he who first brought the subject to the board's attention and kept it alive until the other members became interested.

After much discussion the board voted in September, 1938, to request the superintendent of schools to draw up a tentative program for consideration. The program, as submitted by the superintendent at the next meeting was adopted by the board with the understanding that it be considered tentative and serve as a point of departure. The superintendent's original program is here reproduced.

The Proposed Program

Director of Guidance. Attached to superintendent's staff — half-time position.

Counselors, Grade VIII. Teachers of grade VIII act as counselors as at present, and in addition, work closely with the director of guidance who will check all programs for the freshman year.

Freshmen. The director of guidance to serve as freshman counselor. The duties as counselor: (1) interview each freshman early in the year; (2) during the year plan with each member of the class his probable course, including specific subjects to be taken for the next three years; (3) work with home-room teachers where help is needed; (4) work with parents where the cooperation of the home is necessary in the solution of problem cases; (5) maintain a close relationship with the freshman home-room teachers.

Sophomores. A member of the staff to serve as assisting counselor and advise with pupils of the class at course-planning time. The director of guidance to approve all changes in plans of college-preparatory students.

Juniors. A member of the staff to serve as assisting counselor and advise with pupils of the class at course-planning time. The director of guidance to approve all changes in plans of college-preparatory students.

Seniors. The director of guidance to serve as counselor for all seniors. Duties as counselor: (1) interview members of the class as to plans after leaving high school; (2) check plans of students who expect to do advanced study; (3) work with home-room teachers where help is needed; (4) cooperate with U. S. Employment Service; (5) cooperate with local employers; (6) cooperate with the commercial department in its placement work.

Home-Room Teachers

Under the home-room plan, it is the duty of the teacher so assigned to act as personal sponsor for the members of her group. She checks pupil progress at the end of each marking period, and at all times she observes carefully the ways of thinking and acting of the several students who are assigned to her. Through friendly relations with her pupils, the teacher assists them to make desirable adjustments and in so doing establishes a "rapport" between the pupil and the school. Other duties include the discussion of school, educational, and vocational problems of general interest to the group.

Grade VIII. The existing home-room arrangement with emphasis on a more regular and syste-

[1]Superintendent of Schools, Montpelier, Vt.
[2]Director of Guidance.

matic attention to pupil needs. Home-room teachers confer with the director of guidance on more stubborn cases.

Grades IX–XII. One home-room teacher and sponsor for every 35 to 40 pupils in grades IX–XII. Director of guidance available for the more stubborn cases. Home-room teacher to have each pupil in at least one of her classes.

Group Guidance

There should be developed such units within the existing courses and such other group-guidance activities as the director of guidance, the superintendent, and the high school faculty find desirable after a careful study of pupil needs and how they may best be served. Group-guidance activities by years might be centered around such themes as the following:

Grade VIII. The senior high school and its program of studies.

Grade IX. Choosing a vocation. Plans for the next three years.

Grade X. Educational opportunities Montpelier offers its boys and girls. Values of education.

Grade XI. Getting along with other people.

Grade XII. Problems of first year after leaving the high school and adjustments which must be made. The vocations and professions, a reconsideration. What is college like — for college-preparatory students.

The Program Is Launched

As a first step in putting into effect the preceding program, Miss Dorothy R. Smith, a member of the faculty, was released from three classes, and was appointed director of guidance and chief counselor. During the first semester, Miss Smith gave most of her time to study and research. During the second semester, she continued her study, conducted teachers' meetings, planned with the staff the initial steps to be taken, and began some counseling work. During the summer, she studied with Dr. Ruth Strang of Columbia University.

In the fall of 1939 the program got under way, though much remained to be done, particularly in the development of materials for group-guidance work. At the conclusion of the first full year of the new program, the report of progress here presented was issued by the director.

Report of Progress

The guidance program in our school system has been developed along the following lines:

1. To the eighth-grade library has been added a partial set of "career monographs" and several new books on guidance, which will be of help in the unit of work on vocations, prepared by Mrs. Della G. Saxby, an eighth-grade teacher. The director has met with the eighth-grade teachers several times to discuss guidance work, and has met with all students in the eighth grade to explain to them the high school courses, and to answer questions on plans for future work. All course cards for the freshman year (1938–39) were carefully studied before being turned over to the principal.

2. All college-preparatory freshmen have been interviewed personally. A "course card" for the remainder of each student's school career has been charted, and these cards have been sent to the homes for the parents to approve and sign. Stress has been placed on the major interest likely to be pursued in college.

All other freshmen have been interviewed and their courses for the sophomore year planned. We hope that in the future broader help may be given all freshmen, so that the latter group may have the benefit of the type of guidance given the college-preparatory students.

3. Sophomore and junior students have been interviewed by the special counselors, and the work for the next year has been planned. In the case of the college-preparatory students the plans have been made for the remaining high school years. These cards have been studied and approved and turned over to the principal.

4. Enrollment cards, personnel cards, and pupil record cards have been drafted and printed and are ready for use. Report cards and supplementary reports, as well as rating cards are in the process of being drafted.

5. Arrangements were made with the Vermont Employment Service to interview all interested juniors and seniors. In the instance of seniors, all names have been placed on file for permanent work. Juniors have been listed for summer work. An assembly presented by the employment service preceded the interviews. Several of the college-preparatory seniors have been personally interviewed concerning their work for the next year and all were interviewed by June 1.

6. The director has visited several homes when problems of school progress have arisen. Twice these visits have been made with the school nurse. Several parents have come to school for interviews regarding pupils' schoolwork and plans for the future. Next year more time for work of this kind is planned.

7. Group conferences were held with teachers of the elementary school shortly after the fall term opened. At most of these the principal, superintendent, and teacher were present. They discussed each child of the home room in the light of the cumulative information which his record revealed and the knowledge of the principal and the superintendent. In most instances one or both of them were acquainted with the pupil in grades above the first. Suggested solutions were considered for troublesome cases and a plan of procedure was agreed upon.

8. The social program of the seventh and eighth years was extended considerably. The actual number of the parties was doubled and at social functions the teachers availed themselves of the opportunity to help boys and girls who by nature were somewhat too shy to enjoy themselves.

9. A number of faculty meetings were held during the year to keep the members informed on developments and to get judgments of the several members. Suggestions for bettering the services were requested from the teachers.

The Year 1940–1941

During the present school year of 1940–1941, the director of guidance and other members of the faculty are continuing work on the several phases of the program. The most important job to be done is the careful development of specific group-guidance materials.

The experience of the past year has suggested a number of changes and additions to the work. For instance, there is a rather general conviction that most "group-guidance" work should be done with the aid of well-developed units within the regular classes rather than by home-room teachers at special hours. As yet no attempt has been made to so schedule the school that each pupil will have at least one class period with his home-room teacher. This is recognized as being desirable. Only a very elementary beginning has been made to achieve the full value of the home-room teacher's service.

"Attendance" teachers who have a responsibility for attendance and announcements only, and home-room teachers act as reviewing agents for all pupil reports. They make contacts with the guidance counselors in the instance of pupils whose work is below the passing mark set by the school. More important though, they report all pupils whose work is of a lesser quality than records would seem to indicate it should be. In the past, it has been possible for a student of superior ability to go along undetected doing relatively poor work. So long as he passed, the able boy or girl was no one's responsibility. Through a study of the cumulative record cards, need for checking students of good or superior ability has become evident to the faculty.

In conclusion, it may be added that the aim of the guidance program in Montpelier has been to improve procedures to enable the individual to make the most of his opportunities for growth, and to so aid him that he may plan more wisely his educational and vocational future. The school has ample provisions for growth on a wide variety of levels, according to the needs and capacities of its pupils. A very real effort is being made to help the individual child somewhere between the ages of five and eighteen years to make the most of his capacities in the light of the opportunities at hand.

Springfield Plan of Adult Trade Education

Roger L. Putnam[1]

Many people feel that the National Defense Program has brought out an entirely new problem in skilled-labor training. It is not a new problem really, however; it is an old one and an obvious one.

During the lean years from 1929 up to 1937, very few factories could continue training men as they had done in the past. They felt that their first obligation was to their own regular employees; they could not take on new ones until their regular employees were earning reasonable wages. In 1937 there was a pickup in industry. There was some demand, and a little training work was done, but really until 1940, there was practically a ten-year period when no new young people received skilled-labor training. A generation almost has grown up who have no trade, and who have no jobs. They are evident to employment managers; they are evident to men in public life — the pitiful young men who are looking for jobs, who sincerely and honestly want to work, and who, when asked what they would do, will answer, "Anything." That answer means that they have not been trained to do anything. It is the most pitiful answer that one can hear.

In 1937 and 1938, when there was a pickup in industry, we, in the city of Springfield, thought we would experiment to see if these men and those older ones, who, in ten years, had lost their skill, could not be trained so that industry would find a use for them. Under the general direction of the mayor, a committee was set up representing industry, labor, the general public, and, of course, the school system. After studying the problem, the committee recommended that an intensive course of about 300 hours be given to 40 selected applicants. The course was given after the regular school hours; the applicants were picked by the principal and assistant principal of the Springfield Trade School, from lists furnished by the welfare department and the Mayor's Re-employment Committee. The subjects taught and the method of teaching were discussed with industry, and as a result, the students in the first class were practically all employed before the class was finished.

[1]Mayor of City of Springfield, Mass.

A second class was promptly organized, and through 1939 a total of 500 men were trained, 85 per cent of whom got jobs before their courses were completed. The ages ran from 18 to 55. It was a plan that worked.

Value of the Plan

The plan worked because it was applied common sense. People who wanted jobs were given the necessary skill to obtain them, and factories which wanted trained employees got them, with the kind of training they asked for. The school department did the work; the Massachusetts State Department of Education gave its cooperation, and secured federal aid for the program. It costs the Springfield taxpayers a negligible amount, and the benefits are great. The costs of keeping these people on welfare, who secured jobs through these courses, might not be a fair measure, but it would run into many times the cost of the school.

The human benefits are greater still. Those of us who have been responsible for this plan get our greatest satisfaction from thinking of the number of people who have secured self-respecting jobs. Of course, there have been benefits to industry — they might have moved away if they had not been able to secure adequate labor supply and, of course, there have been other collateral benefits.

With all this under way, tested out for two years, it has been a very easy matter to expand it manyfold with the advent of the national emergency. The shortage that would be evident in skilled labor the minute that the machine industries picked up has been evident to those who have studied the problem. In Springfield it gave us no bother. A new trade school building was already under construction. It was completed this summer. Classes are running now two shifts in the new building on the same basis as we have been running for the past two years. Industry is lending us equipment to use in the old trade school, so that classes can be run there as well, and not interfere with the regular curriculum of the regular school children next autumn

We are ready to expand the idea still further. We can use the shops in our Technical High School, and even in our junior high schools so that, if it were essential, a thousand people could be under training at the same time.

Cooperation the Key

We are more than anxious in Springfield to share with everyone else the things we have learned, the troubles that we have overcome, in working out this training program. In a nutshell, the key to success is cooperation. It is democracy, working at its best. The three parties most interested — labor, industry, and education — must see eye to eye, and must cooperate. Labor has been very valuable in its suggestions of methods of teaching, and in its cooperation with the graduates when they get their jobs. Labor has been watchful over the number to be trained, and should have a voice in that important problem. Industry has cooperated. It is lending us equipment; it has promised to lend us trained personnel to act as teachers, should we need them. Industry has suggested methods of instruction. Industry has kept us posted in advance as to their needs.

The school department has worked with both labor and industry and the results speak for themselves. The federal and state employment services have helped us with their methods of selections. They have helped us with their records. The press have helped with favorable publicity. It is a truly community problem, and it can be truly solved in the American way, by having all groups interested in furthering the plan.

No one pretends that, in a 300-hour course, skilled machinists or skilled workers in any trade can be turned out. That is a matter of years, not weeks; but if a man or a boy can be given sufficient training to get a job, he will learn in that job a great deal that will help him in the future. We have been criticized for not doing a thorough job of training, and we have answered that we do a thorough job in our regular three-year trade-school course. These rehabilitation courses are not designed to give a basic trade education; they are simply meant to give sufficient training to secure a job. The employer has got to complete the training gradually while the man is on production.

The problem we have today is an immediate one. There is neither the time nor the urgent need to make skilled craftsmen of every factory worker, but in industry, itself, those who have the desire will gradually acquire the permanent skill. It is education squeezed and cramped a little to fit a particular need. War today is a war of machines, and preparedness today means ability to produce, and to run machines in vast quantities. In large measure the armies of today are the factory workers. Trade and vocational schools are as important as training camps in a preparedness program. Our Springfield Plan can be expanded everywhere to be the Plattsburg of Industry.

Glassboro Teachers College Improves Classroom Lighting by Seating Plan

An experiment instituted by President Edgar F. Bunce, of the State Teachers College, Glassboro, N. J., shows that more and better light is available in the average classroom when a diagonal seating plan is followed. Dr. Bunce, who initiated the study, endeavored to find a way of reducing the problem of eyestrain so evident in many schools.

Mr. John B. Sangree, of the College Science Department, who carried out the study of the lighting problem with a standard illumination meter, says that according to recent studies a minimum of 10 lumens, is necessary for effective work. The flaws due to the common seating plan illustrated by Chart A are startling. Up to 50 per cent of the desks in a room receive less than the minimum of 10 lumens, and desks beside windows are subjected to annoying glare on sunshiny days.

The lack of good light for more than one half of the students in a classroom is responsible for serious eyestrain, with resultant nervousness, misunderstanding of work, and a general lowering of efficiency, to say nothing of the large increase in the number of individuals who are forced to wear glasses because of continued eyestrain. The fact that the teacher is also subjected to constant eyestrain, under conditions illustrated in Chart A, showing the traditional seating system, accounts for a still greater loss of classroom efficiency.

With a diagonal seating arrangement, as illustrated in Chart B, no desk receives less than the minimum requirement of 10 lumens of light. In Chart A, 50 per cent of the desks receive less than the 10 lumens required for health. In Chart B, no desk receives less, and in addition, the proportion of desks receiving more than the minimum of light is greatly increased. The glare evident at some seats in Chart A was entirely gone as soon as the seats were arranged according to Chart B. This means that every student is able to perform school tasks without undue eyestrain.

An attempt was made at the college to reduce eyestrain by the use of artificial light. It was found, through tests with the light meter, that the lighting system in the college, although relatively modern and of approved type, did not increase the light to the minimum requirement. From readings taken at different times of day, and on days of bright sunlight and at times when the weather was cloudy and dull, it became evident that even under artificial light, the main source of illu-

Light Test on the Arrangement of Desks in Room 201, State Teachers College, Glassboro, New Jersey.
Time of Year — 9/27/39. Weather — Cloudy with Occasional Bursts of Sunlight.
Time of Day — 3:45 to 4:00 p.m. for Horizontal Arrangement, and 4:20 to 4:40 p.m. for Diagonal Arrangement.
Figures Indicate Number of Lumens Received at Each Desk.

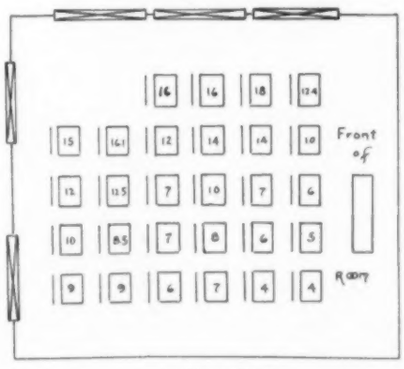


Chart "A"

14 Desks Received Below 10 Lumens.
14 Desks Received Above 10 Lumens.

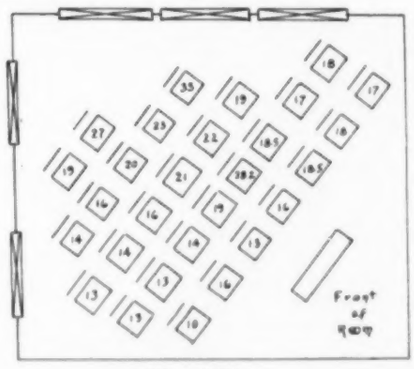


Chart "B"

0 Desks Received Less Than 10 Lumens.
27 Desks Received More Than 10 Lumens.

Findings — The Diagonal Arrangement Gives More Light at Each Desk with a Lower Range of Variation.

mination was from the windows in all types of daylight. The increase in light lumens from electricity was an average of only 1.5. This was far too little for desks receiving but 3 to 4 lumens of daylight. In addition, the expense of electric lighting was prohibitive.

The rearrangement of the shades was another attempt to improve lighting conditions in the classrooms. They were adjusted in various ways, but checking with the light meter still showed many desks with deficient light and many more subjected to glare.

In comparing the amount and quality of light received, with the seats arranged in the traditional vertical rows, and with the diagonal arrangement of seats, the tests with the light meter were taken within a period of one hour of each other in order that changing daylight intensity might not affect the readings. The variations recorded between the amount of illumination received with the traditional seating plan, and that received with the diagonal system, was overwhelmingly in favor of the diagonal. Nearly all shadows and all glare disappeared with the diagonal seating. In addition, the minimum of 10 lumens was met in all cases and exceeded in most.

Although the need for the diagonal seating is highly evident at the Glassboro State Teachers College, in all likelihood the need for readjustment of seating is much greater in many schools and colleges less modern and built with less attention to lighting conditions. The walls of the Glassboro classrooms are a dull cream, selected to preserve the maximum light with the least possible glare. The window space is ample according to architectural standards and to the standards of the rigid New Jersey school building code. Not more than one room is shaded by trees or by projecting buildings. Yet, with these favorable conditions, up to 50 per cent of the desks in the other classrooms, which are unusually well lighted, were receiving less than a healthful amount of light until the seating was changed.

Contrast this situation with the situation in a classroom painted dingy gray or dark brown, shaded by trees, or cut from light by a near-by building. It is clearly evident that under such conditions the amount of eyestrain to which children are subjected reaches almost criminal proportions.

In schools equipped with movable furniture, the problem of readjusting the seating is a simple matter of a few minutes' work. In other schools, however, the problem of shifting seats fastened to the floor is infinitesimal, in comparison to the problems created by the lower efficiency caused by poor or inadequate classroom light.

Through the adjustment of the seating at Glassboro Teachers College, the prospective teachers are given training in the importance of observing lighting conditions. This will probably be reflected in their own practice when they are at work in the public elementary schools. Such training is particularly important at this College, because of the effect upon the children who will be taught by the graduates in the surrounding rural schools where lighting conditions are too often below acceptable standards.

The WPA School-Lunch Program

Florence Kerr[1]

The WPA school-lunch program, now operating in 47 states and the District of Columbia, has grown out of two imperative demands — work for the needy unemployed and food for needy, undernourished school children.

From the unemployed themselves came the first demand. They wanted work that would pay them enough to keep themselves and their dependents off the dole. The second demand — as insistent as the first — came from school officials and public-spirited citizens who realized that the health and progress of school children depended, to a large extent, on the quantity and quality of their daily nourishment.

[1]Assistant Commissioner, Work Projects Administration, Washington, D. C.

Even on state-wide projects, sponsored by the department of education, or some other tax-supported agency, school officials are cosponsors for local units. They, and the schools they locally administer, provide operating space, equipment, and utilities for the lunchroom. Also, they assume the obligation to keep a sufficient supply of foodstuff on hand at each school for the preparation of the daily lunch.

Methods of project operation vary with the locality, but in all states and in all communities certain regulations must be met and strictly kept.

For example, project kitchens, lunchrooms, and storerooms must be kept clean, orderly, and sanitary. All food must be protected from dust, flies, and other pests. Cooking utensils and dishes must be thoroughly clean. Project workers must have passed a physical examination showing that they have no communicable disease, and that they are well and strong. They must be clean in person and habits, and neat in appearance. They should be adaptable, able to work with others, quick and active, and possessed of experience that will be useful to them as workers on a school-lunch project.

A graduate home economist, or someone trained and experienced in home economics, has general supervision over school-lunch projects. Upon a supervisor's knowledge, ability, and devotion to her work, school officials depend heavily. If workers are to be kept on their toes, keenly aware of the value and importance of their work and the project's usefulness, there can be no lagging in interest or surveillance on the part of the supervisor.

Supplies for the school lunches come from several sources. The Surplus Marketing Administration provides many of the staples and often some of the fresh foods. When they have the necessary funds available, school boards purchase what is needed. Civic-minded organizations, particularly the parent-teacher associations, and individual citizens contribute a portion of the supplies in many communities, either directly or through funds procured by community campaigns. Many projects have supplementary gardens where WPA workers plant, cultivate, produce, and harvest vegetables for use in season, and for canning and preserving to be used when fresh vegetables cannot be readily produced.

Left: the workers in WPA school lunch projects are almost invariably housewives. They are thoroughly trained on the job to make the best use of food and food products and to conserve every morsel of clean, edible food. In a sense their work in the schools is training for their work in the home. Right: the cook tent of a traveling WPA school lunch project in Nevada. It serves hot lunches to children who would otherwise never receive proper food.

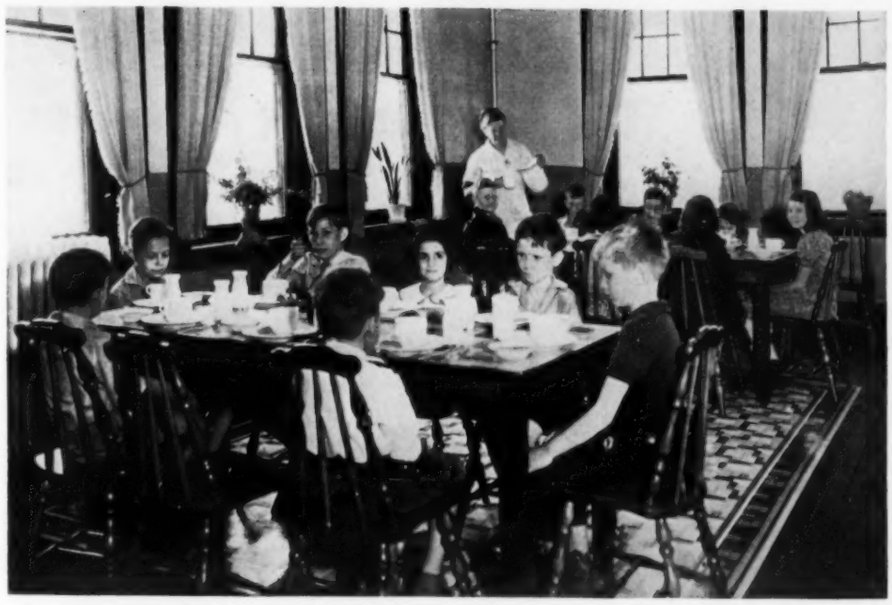
Project workers are carefully trained to make the best use of all foods and food products. They guard against waste and conserve every morsel of clean, edible food that is worth the time it takes to save it.

Supervisors plan so that menus — virtually equal in nutritive value — may be changed from day to day. Thought is given to color combinations, and to tasteful arrangement of the foods. Pleasing the eye helps to please the palate. Also, home economists, nutritionists, and all good cooks know that the sense of smell has much to do with the appetite. If food smells good it is likely to taste good. The reverse is equally true. That is one reason why a school lunch, with one or two hot dishes, is so much more appetizing than one where everything is cold.

Gains in weight are a tangible result of the school-lunch program. On many projects the "before-and-after" weights of malnourished children have been most striking. A test of the project's responsibility for weight increase was made in a big school in the southwest. The children having the noonday meal gained from six to fourteen pounds during the school year. When school closed, the children were weighed. They were weighed again at the opening of school in the fall. Quite a large proportion of these children, having gone without the school lunch during the summer, actually lost weight — some of them several pounds.

Because these nourishing meals in the middle of the day have proved of so much value in the growth and development of school children, there is a trend toward operating the projects all the year round. Underprivileged children in recreation camps and on summer playgrounds would be greatly benefited by a good meal once a day. Also, many schools which formerly operated the project through the cold winter months only, now plan to keep the WPA workers busy in the lunchroom from the first to the last day of school.

There is no finer preparation that the older generation can make for permanent national defense than to build up both the bodies and the minds of the rising generation. Operation of the WPA school-lunch program is an important step in this direction.



The school lunch hour is a happy experience which children enjoy and which contributes enormously to the development of right attitudes and good habits for home meals. The lunch room in this Kansas school is an otherwise unused space which has been made attractive and homelike.

School Fire Protection— A Business Necessity

Leonard F. Maar[1]

The largest municipal public school system in the world — in the city of New York — does not buy fire insurance for its schools. The extent of the property involved would make the cost of fire insurance beyond reason. Instead, the department's architect concentrates on building the schools to be as fire-safe as possible, and in years there has not been a fire of consequence in any of the buildings under the jurisdiction of his office.

This situation is not at all unique, but it demonstrates what can be done when school authorities realize that fire control is as much of an administrative problem as a matter of curriculum.

Basically, fire safety depends upon safe construction. The erection of many modern, fire-resistive buildings in the past few years is certain to have a salutary effect on the school fire record. But all schools cannot be replaced at once, nor can all the firetraps be remodeled immediately to conform to standards of safe construction. For a time, many schools must carry on in existing, dangerous structures.

The problem would not be solved even if all schools were rebuilt: it only would become less acute. There are many structurally unsafe schools with a high safety factor, because the management is intent upon that phase of its job. Where this is so, the result is reflected in more favorable fire insurance rates. There also are many fire-resistive buildings which lose a measure of the safety they might have attained because of unsound management.

Until the millennium, school executives can count upon a certain number of fires occurring annually. The present rate of frequency is six or seven daily in the United States. It is only good business to prevent fires whenever possible, and to insist upon the largest possible measure of protection. Such a program will pay dividends.

If fire-insurance costs seem unduly high, pause and give thought to the problem. Begin at this point: when fire does occur, minimum losses and life safety depend upon two factors — quick discovery and prompt extinguishment. These same factors regulate insurance rates to a certain degree. Something may be done about it.

In Mt. Vernon, N. Y., the school authorities were able to effect savings of more than a thousand dollars a year by installing fire extinguishers at locations recommended by fire-insurance engineers.

In Kingston, N. Y., an expenditure of about $400 for fire extinguishers resulted in an annual premium reduction of slightly more than that amount.

It will pay any school administration, if it has not done so already, to have a survey made of its fire-insurance schedule, with an eye to removing hazards of construction and housekeeping and reducing the cost of insurance.

It has been said that fire protection depends upon two factors — quick discovery and prompt extinguishment. For all that, the principle of automatic fire detection and alarm has not penetrated very deeply into fields of school administration. Manual alarm systems are common in schools. But if no one is at hand to operate them when fire breaks out, they may as well not be there. It should be remembered that schools are occupied on an average of less than one third of the time.

The automatic alarm systems that depend upon sudden rises in temperature, and extend to every part of the building, will relay alarms according to whatever plan the local circumstances require. They can operate proprietary alarms, or connect with the public fire-alarm system, or both. Or the systems can communicate the signals to a central service station.

In any event, an automatic alarm will enable students to be evacuated without delay, and in many school fires in which there were large life losses, delayed alarms were the cause of the tragedies.

Also, an automatic system locates the source of the fire quickly, so it can be fought with first-aid appliances. It is fundamental that the first few minutes of a fire are the vital ones. During those first few minutes the fire can be snuffed out before it spreads beyond the point of origin with a minimum of loss and confusion.

Another automatic system, known as the water-flow alarm system, is connected to a sprinkler system and serves the same purpose. The water-flow alarm affords constant control

(Concluded on page 80)

[1]Safety Research Institute.

Board of Education Headquarters, New York City.
A more dignified or widely useful building could hardly be planned and erected than the new headquarters of the New York City school system at 110 Livingston Street, Brooklyn. The building was formerly occupied by the Brooklyn Elks.

New York School Headquarters

The New York City school headquarters, which were scattered for years in various buildings in Manhattan, are now comfortably and efficiently housed in a dignified, readily accessible building, at 110 Livingston Street, in downtown Brooklyn.

The new building was erected in 1928 for the Brooklyn Elks Club, at a cost of $5,000,000, and was purchased for school use in 1936, after the structure had been abandoned by the Club following some years of nonpayment of taxes. The city expended $955,000 for the property, of which about $500,000 was represented by taxes due from the Club. The board of education carried on an extensive remodeling program in 1939 and 1940 so that its 2500 central office employees, supervisors, etc., might be properly cared for.

The building houses the meeting rooms of the board of education and offices for its members and their secretaries. Supt. Harold G. Campbell and his staff of associate and assistant superintendents have spacious quarters. The division of senior and junior high schools; the vocational education division; the bureaus of reference and research, attendance, guidance, plant operation and maintenance; the special education sections, including health education, art, homemaking, sewing, libraries, school gardening, industrial arts — all have adequate offices for assistant superintendents, directors, supervisors, and their staffs.

The board of education began to occupy the building in July, 1940, but the final removal of the staff was not completed until the beginning of the school year in September.

School-Board Members

Who *are* Making Educational History *in* American Cities

C. WILLARD RICE

President, Board of Education, Geneva, New York

C. Willard Rice was born on a farm in the town of Seneca, Ontario County, N. Y., on June 2, 1872. His early education was secured in the public schools. After graduating from Hamilton College with the B.A. degree in 1896, he entered the teaching profession at Geneva. Three years later, he assumed the position of superintendent of schools at Seneca Falls, N. Y., where he remained for six years. Studying law while teaching, he was admitted to the bar in 1905.

Mr. Rice's membership in the board of education of the city of Geneva began in January, 1911. His term of service as president of the board began on January 15, 1913, and has continued without interruption to the present day.

During this period he has participated in a building program begun in 1923, wherein a

Mr. C. W. Rice
President, Board of Education, Geneva, New York.

modern high school was erected and two elementary schools. One of these, the North Street School, is located on an 18-acre plot on the outskirts of the city. Here has recently been completed an athletic field, a field house, and a stadium, costing approximately $30,000, for the youth of the city.

Due principally to his wise leadership, Geneva has financed public education without serious difficulties even in the depression years. Salaries have been paid on time without exception. No borrowing has been necessary because the people of Geneva pay their school taxes. During the depression salaries were reduced by 10 per cent for one year and 5 per cent only for another, an unusual record even for New York State.

Mr. Rice has served for 16 years as a trustee of Hamilton College. He has been active in the Associated School Boards of New York State, serving as chairman of the Tri-County organization at one time. The people of Geneva re-elected him to the board of education in May, 1940, without opposition.

ORLANDO M. KELLER

President, Board of Education, Lawrenceburg, Indiana

Mr. Orlando M. Keller is now serving his ninth three-year term as a member of the board of school trustees at Lawrenceburg, Ind. He was elected president of the board in 1918, and has served continuously in that position until the present time.

Mr. Keller's administration has been strong and vigorous, with special attention given to

Mr. Orlando M. Keller
President, Board of Education, Lawrenceburg, Indiana.

school finance, the extension of courses of study in both elementary and high schools, growth in scholarship and improvement in method of teachers in the service, health and physical education in all the grades, and a building program.

The crowning achievement of his administration has been a new high school building and equipment, costing approximately $300,000. The building itself, however, was not so great an achievement as was the change of community spirit in matters of interest and cooperative effort. In this undertaking, Mr. Keller assumed leadership of the men and women of the community who saw the light of a better day, and had the courage and devotion to turn dreams into reality.

At the present time Mr. Keller is cashier of the Peoples National Bank, the largest bank in southeastern Indiana, a position he has held since October 5, 1910. In addition to this position he has been an officer in the Perpetual Building Loan Association, serving as its secretary from 1913 to 1931 and as president since 1931.

Besides his business interests and his work as a school-board member, Mr. Keller has given unsparingly of his time in the promotion of all worth-while community enterprises.

C. RUDOLPH RAATTAMA

Clerk, Board of Education, Chisholm, Minnesota

Mr. C. Rudolph Raattama was elected to the board of education of School Dist. No. 40, in Chisholm, Minn., in 1938. He served as member and chairman of the board, until July, 1940, when he became clerk of that body. He is also chairman of the Mesaba Range School Board Association, an organization composed of school-board members of the Mesaba region of Minnesota.

Mr. Raattama was graduated from the high school in Nashwauk in 1919, and then attended Carleton College, graduating in 1923 with the B.A. degree. He was elected to Phi Betta Kappa and Pi Delta Epsilon fraternities and was manager of the college paper, the Carletonian, in his senior year. In 1925 he was given the M.B.A. degree upon his graduation from the Harvard University Graduate School of Business Administration.

Mr. C. Rudolph Raattama
Clerk, Board of Education, Chisholm, Minnesota.

After graduation, Mr. Raattama engaged in the retail dry goods and ready-to-wear business in Chisholm, where he has carried on his business continuously since 1928. He is active in civic affairs, is a member of the local Chamber of Commerce and of the Kiwanis club. He has been active on the committees of the Minnesota State School Board Association of which he is a member, and in 1941 will serve as the presiding officer for the high school division of that association.

THREE IMPORTANT PRINCIPLES

The progessives have stressed among other concepts the personality of the individual, the integrity of the educational experience, and the importance of motivation in learning. These educational principles, although perhaps overemphasized in recent years, are by no means new discoveries. They are so fundamental in human nature that no educational system which loses sight of them can long endure. — *Francis J. Donohue.*

THE AMERICAN
School Board Journal
Edited by Wm. Geo. Bruce and Wm. C. Bruce

Is Washington to Control Education?

THIS question is at the moment seriously asked by the leading educators of the nation. They are observing the trend of the times and noting the efforts of statesmanship to widen the control of the Federal Government preparatory to defense activities against impending foreign foes.

The educators also recognize that the educational activities of the country must take due cognizance of a situation and become adjusted to the same. There can be no question that if the nation is to manifest a strong front in meeting the foreign menace, its people must be adequate in man, money, and machine power. It falls to the schools to emphasize the training in mechanical skills and thus to strengthen industrial productivity.

All this must be inspired by a knowledge of the nation's history and the blessings of a democratic form of government. It is upon the schools to stimulate that loyalty and patriotism so essential to national unity and strength in time of threatening danger.

Thus, the Federal Government may well look to the agencies of popular education to join in the movement designed to protect, promote, and perpetuate the democratic institutions upon which the nation is founded. And it is evident that the educational forces are alive to the demands of the hour and are responding to the fullest.

The statesmanship of the nation, however, must not forget that the decentralized character of our system of popular education is a precious legacy conferred upon us by the founders of the Republic. Its efficiency has been demonstrated. The American people want to be near their schools. They pay for them and want to control them, all of which makes for that democracy and unity so essential for the permanency of our institutions.

"Off the Record" School-Board Deliberations

THE inclination of public deliberative bodies to hold executive sessions is largely due to the fact that some visitors will misunderstand and misinterpret statements made in the preliminary discussions of a problem, and some newspapers will publish matters harmful to school welfare. In the heat of discussion it frequently happens that statements are made which would not be uttered in a calmer atmosphere. Then, too, criticism is sometimes expressed which rests upon misinformation or an erroneous point of view.

The best interests of the schools, of the children, and of the community are served when all facts can be brought into the clear and by an interchange of opinion a wise course of action can be determined. In an executive session men can speak their minds, revise their views, and even reverse themselves for the public welfare and the best interests of all concerned. Criticisms and comments on affairs and persons need not lead to embarrassments because no one is injured. In most cities, the newspapermen may be admitted to such executive sessions because they stand in a cooperative attitude toward the board members and the professional executives. They will treat as "off the record" anything that ought not to be published. They distinguish between what is legitimate news and what is premature, confidential, and harmful in the doings of a committee or board.

A recent incident in a midwest city illustrates the fair-minded approach which some newspapermen manifest toward situations arising in the field of school administration. A secretary whispered to the president of his board of education that the next order of business would be a discussion on a matter affecting the honesty and character of a school employee. He suggested that the board go into executive session and exclude the reporters.

The president promptly said: "No! the reporters will remain. To exclude them will incur resentment." Then turning to the newspapermen he said: "Gentlemen of the press, we are about to discuss a delicate situation, and one which if given publicity, will do more harm than good to the children of our community. We must look into the matter, however, and find the adjustment. Believing that you will protect the best interests of the schools, I will ask you to remain in the meeting. Will you consider this as "off the record" so far as publicity is concerned?"

The result was most gratifying. The reporters appreciated the confidence reposed in them and promptly agreed with the president that there would be no publicity. A public interest was subserved. The press, by remaining silent, rendered an important public service.

The press represents the public and has a perfect right to know what the public authorities are doing. To close the doors on press representatives rightly arouses suspicion that things are done which are irregular and not in keeping with recognized procedure. Where any decent understanding can be reached between school authorities and the press, it is wise to hold the school-board meetings wide open. The conscientious editor knows that many deliberations cannot wisely be carried into the public print.

Can the Superintendent Lighten the Burden of Board Members?

A MEMBER of the board of education of a large midwest city announced some months ago that his job was becoming too burdensome and that he would submit his resignation as soon as he had cast his vote for a new superintendent of schools about to be chosen.

In the negotiations which followed, the prospective school executive, an educator of national reputation, outlined what he believed to be the scope and function of a modern school superintendent, and the relation that official should bear to the board of education. He pointed out a clear line of demarcation between the administrative and professional labors of a school system.

The member of the board of education who contemplated resigning began to reflect. The new superintendent assumed all the responsibilities that logically came within the province of his office. And all this meant a great relief to the board member. He concluded that his job henceforth would be easier and more congenial. He decided to remain a member of the board.

The case here recited simply points to the fact that members of boards of education are inclined to assume responsibilities which do not come within their province. They overlook the fact that the board is a legislative, judicial, and policy-making body which delegates executive duties and responsibilities to those qualified to assume them. The superintendent must be clothed with powers to manage the schools and must be held responsible for results. The layman is not expected to work out details of matters which are purely professional.

Where the relationships between board members, superintendents, principals, and teachers are clearly demonstrated, each remaining within his own function, the entire system gains momentum and efficiency. It is where one invades the province of the other that difficulties arise.

New York Aids Education in Religion

IN VOTING to release pupils enrolled in the New York City public schools to attend classes in religious instruction during the regular school day, the New York Board of Education has decided to put into effect a mandatory state law which has had the wide support of various religious groups interested in the development of a better citizenship in America.

Mr. Charles A. Tuttle, a member of the New York Board of Higher Education and spokesman of the Greater New York Inter-faith Committee, summarized the point of view of the advocates of religious education:

"The omission and ignoring of religion by these schools inevitably conveys a powerful condemnatory suggestion and multitudes of parents have the right to a conviction, and indeed have the conviction deep in their hearts, that this implied negation as regards spiritual ideals and spiritual faith is at the root of much of the disorders and tragedies of our times. This statute does no more than to give to such parents a means of expression for such conviction and for the discharge of what they regard as their high duty not only toward their children but toward the system of public education itself and democracy itself."

The Undesirable Board Member

IT HAPPENS rarely that a board of education suffers from the membership of a citizen whose presence at board meetings is a distinct embarrassment or whose name is a direct harm to education and the prestige of the school system. When that situation arises it becomes the duty of the board to use its collective influence, or even legal force, to cause the offending individual to withdraw.

It is common to have among the members one or two persons who are more or less objectionable and annoying because they are mildly incompetent, or asocial or even anti-social in attitudes and action. Such members are rarely guilty of actual wrongdoing or illegal acts, but they are more or less of a drag on efficient administration and progressive action.

So long as the unfit board member can be clearly recognized and the causes and characteristics of his shortcoming can be defined, ways and means of dealing with him can be found. His power for harm can be offset more or less readily unless he is the spokesman of some strong local group like a political party, a racial or labor group, or a vested economic interest. As a rule, the incompetent makes enough errors to arouse public disfavor so that he is not returned to office after a single term. In the meantime, it may require all the patience and ingenuity of the executive officers and the members of a board to checkmate their fellow and change his attitude from one of self-interest or self-glorification to one of concern for the welfare of the children and the community.

There is no law which can prevent a member of a board of education, or for that matter, of any deliberate public body, from making a spectacle of himself. Nor are there any laws which enable a deliberative body to change human nature and thereby eliminate nuisances and incompetents. Ultimately the remedy lies in the selection of citizens who measure up in point of character and personality to public service on a board of education.

Exacting Physical Fitness of Teachers

WHILE school authorities throughout the country regard physical fitness as well as professional ability as a requisite in the selection of teachers they have not been consistent in requiring a continuation of good health and vigor as a factor in the promotion of teachers or the selection of supervisory and executive officers. Within the last decade, there has been a wide growth in the idea that periodic examinations should be made to determine the fact that teachers are free of the more common infectious and contagious diseases, particularly of tuberculosis and typhoid. A few schools have thought it wise to go into the matter more thoroughly and include as objects of their medical examinations the more deep-seated causes of physical and nervous breakdowns. Practically no schools have set up standards of vision and hearing which their older teaching personnel must give evidence of having maintained.

A number of instances have arisen where the right to subject teachers to physical examinations has been questioned. Most of the objections have been limited to grumbling among teacher groups, accompanied by quiet pressure against the inconvenience and cost of the examinations. Doubts have been raised concerning the legality of the school-board rules to compel a general examination. Rather unusual is the case of a Connecticut teacher who failed in a desired promotion to a principalship because of high blood pressure. She claimed that the physician's tests were applied at intervals of a few minutes, and the anxiety of the moment had caused her blood pressure to register higher than it would have under normal circumstances.

It seems certain that school boards will never develop uniform and desirable standards of health among teachers without definite state legislation which insists upon a comprehensive form of examinations at stated periods. Good health and especially freedom from conditions which affect the nervous poise and the full mental vigor of teachers and supervisory and executive employees should be the objects of these legally imposed tests. Genuine objection cannot be made against such legislation and such examinations because of the widespread advantages of pensions and annuities for disabled teachers. Ultimately pupils and teachers, too, will be the gainers.

Membership on a public school board in the United States is the greatest trust that any community can confer upon its most public-spirited citizens. — *Dr. C. Hagie.*

A Study of Playground Surfacing

At the Detroit meeting of the National Association of Public School Business Officials, the broad problem of playground surfacing was the subject of an extended report by a research committee of five school-business managers, headed by Mr. John T. Cate, of Glendale, Calif. The committee pointed out that since large sums of money are expended annually in the construction and maintenance of playgrounds, it is necessary that school administrators be familiar with the merits and disadvantages of the various types of surfaces and surfacing materials available for their use. It is essential that they understand the qualities desirable in a playground surface. Although other factors such as cost are important, it is obvious that the surface, if satisfactory, must be suitable and adapted to the physical-education program proposed. The final judgment of a playground surface rests entirely on the extent to which it meets this test. The fact that no one surface provides all the desirable qualities probably makes the question of playground surfacing a troublesome and difficult problem.

The report of the committee makes available to responsible school authorities the desirable characteristics of play surfaces needed for the various recognized school playground activities; the types of surfaces that are now in use by the various school districts; the influence of climatic conditions on these selections; the relative first cost of the various surfaces, and information which may help administrators in the selection of surfacings for individual local districts.

The determination of the types of surfaces needed for the recognized playground activities used in various schools is primarily a problem of the physical-education instruction staff. In order to learn the playground surfaces best adapted to various activities, best suited to the various grade levels, an extensive curriculum research was made by Prof. John LaPorte, of the University of Southern California, and this became the basis for the ultimate recommendations of the committee.

The Commonly Used Materials

In its study the committee found that the materials in most common use include sand, gravel, and clay in various combinations, turf, cinders, crushed stone, slag, loam, concrete, various types of bituminous materials and a number of special patented surfaces. The surfaces, in addition to natural earth, have been grouped into six general classifications by a committee of the National Recreation Association under the following headings: (1) turf, (2) sand clay, (3) crushed stone, (4) bituminous surfaces, (5) concrete, (6) special patented materials.

The data secured from various sections of the country indicated the following percentages of surfaces in use: natural earth, 37 per cent; turf, 18 per cent; sand clay, 21 per cent; crushed stone, 4 per cent; bituminous surfaces, 13 per cent; Portland cement concrete, 4 per cent; miscellaneous surfaces, including sawdust, stabilized soils, and antidust treatments, 3 per cent.

The determination of the best surfaces or combination of surfaces for use under the climatic conditions in the individual districts necessitates the understanding of the various factors affecting the uses of the surfaces. The type of activity to be conducted must, of course, be given first consideration. The location and size of the areas to be surfaced, the extent of the playing season, local tastes, habits, and traditions are all factors involved in the decision.

Another factor of increasing importance is the suitability of floodlighting for night play, as there is undoubtedly a growing tendency for continuing the use of school playgrounds outside of school hours for general public recreational centers. While this factor has not assumed any great importance as yet, some attention should be given to the light absorptive power of the surface, effect on glare, and reflective power.

Desirable Qualities of Play Surfaces

The following elements are generally considered important in any good playground surface: cost, durability, resilience, nonabrasiveness, firmness, freedom from dust, cleanliness, smoothness, good drainage, utility, and good appearance.

The committee, in its study, determined that the following problems are further to be considered: number of injuries; freedom from dust; softening and heat absorption during hot weather; effect on play activities; effect on students' shows; effect on students' clothing; and effect on students' athletic equipment.

The properties which are possessed by any surfacing may be assigned relative values on the basis of the extent to which each particular surface factor is desired. Using the factor 13 for an ideal surface, it was found by the committee that the surfaces in use have the following rating: bituminous, 27; concrete, 39; turf, 40; sand clay, 47; natural earth, 56; crushed rock, 64.

Relative Cost of Surfaces

As costs on all engineering work involve the use of power equipment, and vary to a certain extent with the amount of area involved, a typical playground was assumed by the committee of approximately 50,000 sq. ft. for purposes of developing relative initial costs of the various types of surfacings. The following costs, unless otherwise indicated, are now in effect in southern California and are included for the purpose of showing the relationship of costs of the various surfaces and not as an indication of what actual costs may be in other sections of the country where commodity and labor may be considerably different.

With the exception of graded natural earth, the costs given do not include grading:

	Cost per Thousand Sq. Ft.
Graded natural earth	$ 7.50 to $ 15.00
Turf	10.00
Sand clay and crushed stone	20.00 to 25.00
Bituminous	30.00 to 40.00
Concrete	125.00 to 175.00
Stabilized oil	20.00 to 30.00
Oil	3.00 to 8.50
Calcium chloride	2.00 to 5.00

Playground surfaces, as well as buildings and equipment, suffer the effect of physical deterioration which proceeds during every day of the year until a point of inefficiency is reached when it involves an economic loss to continue the surface in use without complete replacement. If this physical deterioration is, to a large extent, counteracted by a liberal repair policy, efficient service will be assured and the useful life of the surface greatly extended.

Mr. John T. Cate
Glendale, California.

Maintenance and Life of Materials

No real economy is effected, if regular maintenance painting of the exterior woodwork of a building is deferred, when such a practice leads to the replacement of the woodwork at an early date. In like manner, no real saving is effected, if a playground surface is inadequately maintained, or if the life of the surface is shortened beyond its normal life expectancy.

The estimated approximate useful life, based upon a program of reasonable maintenance of playground surfaces, indicates that the following economic life may be anticipated: graded natural earth, 1 year; sand clay, 8 years; turf, 10 years; crushed stone, 10 years; stabilized earth, 10 years; bituminous surfaces, 20 years; concrete surfaces, 30 years.

The committee urged that ultimate success and economy of playground surfacing depends upon maintenance as much as upon original construction. Maintenance which tends to destroy the uniformity of the surface, eventually threatens its life. Repairs to surfaces should be made with materials similar to those employed in original construction, and methods of repair should be substantially identical with the original methods adopted in construction. In a careful program of maintenance in the average school district, the cost of a comprehensive maintenance program would be as follows:

	Cost per Thousand Sq. Ft.
Graded natural earth	$ 7.50 to $ 10.00
Sand clay and crushed stone	8.00 to 10.00
Bituminous	1.00 to 2.00
Concrete	.50 to 2.50

Types of Playgrounds

The committee approved the consideration of natural turf surface as a matter of necessity where finances are not otherwise available. Turf is considered the most ideal surface for most children's play. However, its use is not practicable on intensively used playgrounds of less than two or three acres, due to the absolute necessity of giving the surface periods of rest.

This objection, coupled with the high cost of maintenance, generally prohibits its use to any large extent for general playground activities. However, it is indicated that the surface is used to a large extent for specialized

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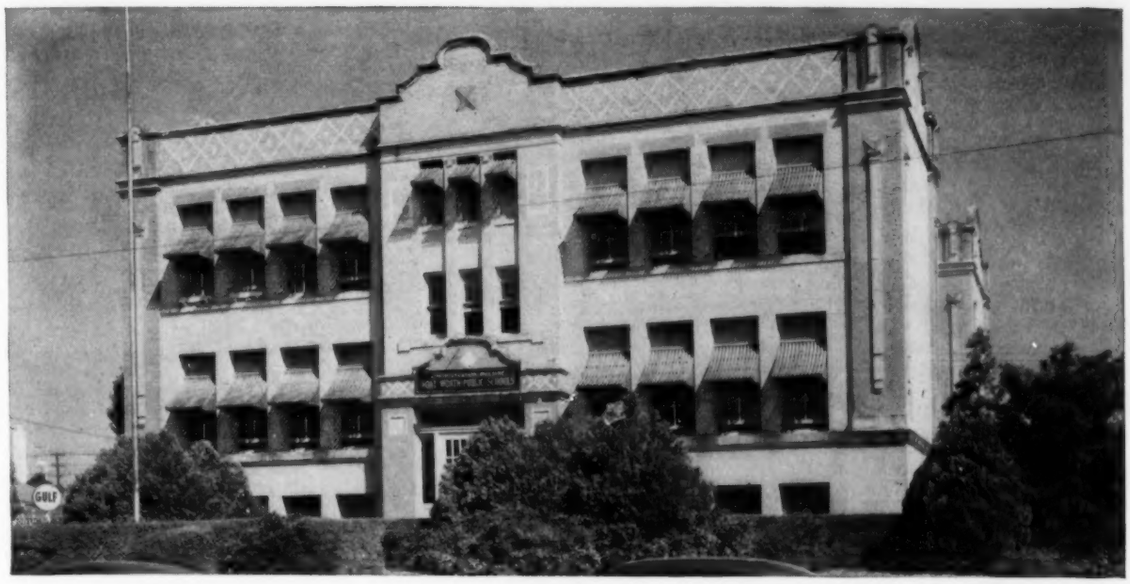

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activities such as football, and it would appear desirable that at least a section of a fairly large playground be allocated to this surface.

The use of a sand-clay surface, or a crushed-stone surface, is governed usually by cheapness and availability of materials rather than by merit. Such playgrounds are excessively dusty and cause wear on shoes and clothing. They are extremely expensive to maintain, and the elimination of muddy conditions is the only excuse for their use.

It is indicated that the use of a bituminous surface of one of the various types available is particularly adapted to intensively used playgrounds, and to all special game courts. It can be used thoughout the year in all kinds of weather and, if properly laid, the maintenance costs are negligible. It was indicated that wear on shoes, clothing, and equipment is no greater than that on natural earth and fewer injuries resulted from its use. It would appear that, if at all possible, at least a portion of the playground should be paved with this type of material.

Concrete surfaces are not generally satisfactory, but are indicated for special games such as tennis, handball, etc.

No Surface Best for All Playgrounds

The committee recommended that each playground be considered on its own merits and that the physical-education program, which is proposed for that particular program, should be the basis of the determination of the surfaces to be used. Attention is called to the fact that no one surface provides all the desirable qualities and it is, therefore, necessary to decide which are the most important qualities for a particular area and then to adopt a surface which will most nearly meet all these requirements.

In addition to the physical-education program which is to be made available to the students in any one playground, the size of the playground has an important bearing upon the type of surface which may be the most desirable. It would appear that on intensively used playgrounds, that is, playgrounds with a small area per student using them, the use of bituminous surfaces will probably be the best solution. On large playgrounds where areas may be allocated for various games, combinations of surfaces would appear to be the most desirable. It would generally be possible to so engineer the layout that a portion of the playground could be surfaced with bituminous surfacing of sufficient size to take care of all court activities in the normal use of the playground, and also of sufficient size to concentrate all playground activities in case of wet weather with the balance of the playground being in turf, natural earth, or other type of surfacing.

SCHOOL BOARDS HAVE THIRD NATIONAL CONVENTION

National Association of Public School Boards Meets in Chicago

School-board members are determined individuals, deeply interested in American Education. Their membership on boards of education under present-day difficulties is evidence of that fact. Ample evidence of their determination and of their deep interest was shown at the third annual convention of the National Association of Public School Boards, held at the Morrison Hotel, in Chicago, November 11, 12, and 13. At the close of the meeting which was devoted to the intensive discussion of problems of administering city and village school systems, the small group of members present determined to conduct during the coming year an intensive program for increasing the membership of the association and for developing an information service.

At the opening session, Mr. Nels Olsen, a member of the Chicago Board of Education, not only welcomed the meeting but took occasion to explain in an informative manner Chicago's complicated tax situation, which caused considerable difficulty to the schools and teachers during the depression years, but which is producing adequate funds for a program of education that has never been so inclusive as it is at present. Past-president Paul J. Wortman, of Dayton, Ohio, responded with characteristically appreciative remarks.

Current problems of city and county school administration, with emphasis on the financing of schools, were discussed by Mr. Noble Puffer, county superintendent of schools for Cook County, Ill.

The morning session was closed by an inspirational address, delivered by Dr. C. R. Reed, superintendent of schools of Minneapolis and president of the American Association of School Administrators. The schools are a most important line of defense for the immediate safety of the United States and for the growth of democratic society in future years, said Dr. Reed. The educational program must be modified to competently assist in the defense program of the nation, and the schools must be adequately financed and intelligently administered. The speaker paid a high tribute to the boards of education as the representatives of the people in the administration of schools.

The Finance Meeting

The second session, which was planned for small city and large city groups, proved to be the most valuable session of the convention. Under the leadership of Mrs. F. E. Post, member of the board of education of Knoxville, Tenn., the convention heard an extended panel discussion of the school finances of large and small cities. Contributing to the discussion were Mr. F. D. McArthur, of Birmingham, Ala., Miss Annette Moore, of Kansas, Mo., Mr. Carl A. Wadell, of West Palm Beach, Fla., and Mr. J. Lee Barrett, of Grosse Pointe, Mich. The discussion begun at 2 o'clock had to be ended arbitrarily after 6 o'clock because the hotel demanded the use of the meeting hall.

School-Board Associations

It would be difficult to listen to an educational convention program of greater interest or of more clear-cut discussions than the session on Tuesday morning, which was devoted to a statement of the programs and services of four leading state school-board associations. It was apparently the feeling of Mr. Herbert J. Stockton, of Johnstown, Pa., who presided, that the most effective type of organization for school boards is the state association. The schools are organized as state agencies and are controlled by state laws. They operate under conditions set by the states so far as organization, financing, administration, etc., are concerned. The state uses the local school boards in order to give expression most effectively to local interests and local desires, to meet community educational problems, and to provide those additional services which the community is willing to pay for. Through its legislation and its department of education, the state sets up standards of minimum service, provides equalizing funds, trains and certifies teachers, and provides supervisory and other controls. It does for the community what the locality itself cannot do. School boards who desire to cooperate with one another in promoting local and state educational welfare can do so most effectively in state school-board associations. These must be organized to give representation to every board of education, to provide a central service through a secretariat which will work constructively and defensively for the betterment of conditions.

Dr. Eugene S. Lawler, Professor of Education at Northwestern University, Evanston, set the stage for the morning's program by a discussion of present social and economic conditions and by making clear that education is more than ever needed for the defense of democracy and of the democratic way of life. He pointed out the importance of having cooperative action on the part of school boards not only in defending and expanding local school systems but in securing adequate state legislation. He was followed by Mr. Ira E. Garman, who discussed Illinois school problems and showed how effective the Illinois Association of School Boards has become in providing a research service for developing education in the state and in eliminating the evils of inadequate district organization and finance.

Mrs. Florence C. Porter, executive secretary of the California School Trustees Association, described in detail the work which her organization is doing. The present emergency raises many problems of education which must be solved by the policy-making division of local school systems. In this important undertaking, the state school-board association, acting as a center of information and as an effective means of keeping the schools in contact with the legislature, can render an important service. It was pointed out that California has problems of educating vast numbers of migrants, of equalizing educational opportunities in a variety of school districts. The California Association, which began during the depression, has four main functions: (1) it seeks to promote good legislation for schools and to prevent harmful legislation introduced by pressure groups; (2) it takes an active part in establishing satisfactory public relations and serves as a center of information; (3) it seeks to provide local boards of education, particularly new members of boards, with information on the duties of board members and their relations to the professional authorities; (4) it seeks to advocate the professional and social welfare of teachers; (5) it acts as an agency for the study and solution of financial problems of school districts and of the state school system as a whole; (6) it promotes the development and maintenance of an adequate school plant; (7) it seeks to cooperate with all interested agencies in the betterment of school programs, in the equalization of opportunities for education, and in the enlargement of school administrative units; (8) it is carrying on a campaign for adjusting schools to the problem of national defense.

Mr. W. A. Clifford, of the New York State School Board Association, is one of the most energetic men in the field of school-board organization work. In discussing the "Essentials of a Dynamic State School-Board Association," he outlined the principles which have guided the New York Association until it has become the leading force for the betterment of schools in the Empire State. The principles and practices initiated in New York have been widely studied in the development of other state associations. Mr. Clifford pointed out the fact that a state association to succeed must have active, alert officers

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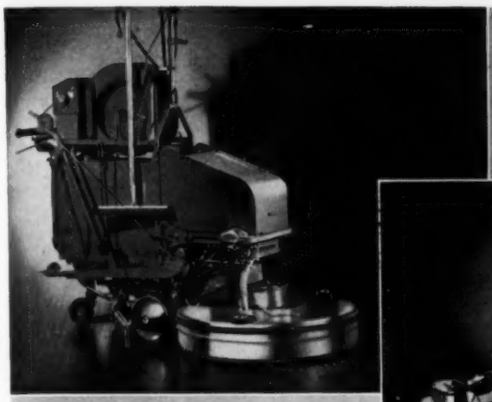

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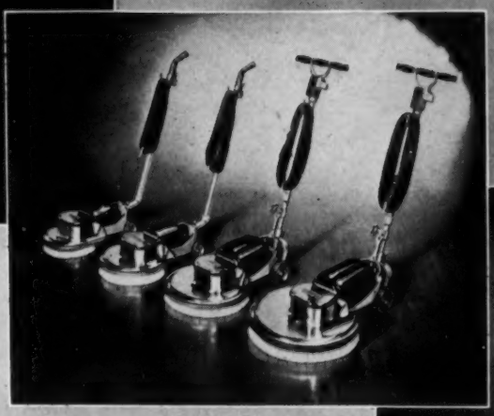

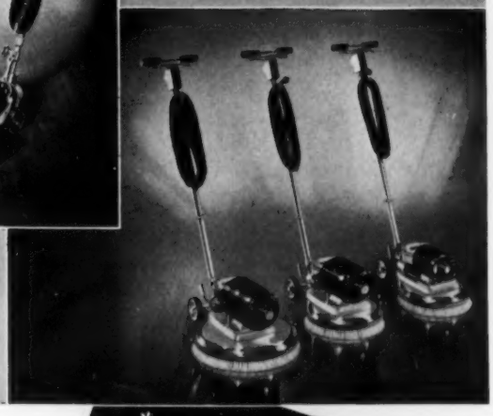

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(Concluded from page 58)

who are devoted to the association and to the cause of education. Both officers and members must have a yen for enlightenment and must realize their desires through an annual convention, through bulletins and publications of the association. To be successful, the association must have an inclusive membership so that all the boards of education in the state can enjoy the fruits of association work and contribute to the achievement of the association's program. Every association must have a free exchange of ideas and must constantly develop new enthusiasms. The school boards are not rubber stamps for the school superintendents, said the speaker. They will be more highly respected if they are efficient.

The final address, by Mr. Daniel A. Best, of East McKeesport, Pa., summarized the papers of the morning and outlined the work of the Pennsylvania State School Directors' Association which has been growing vastly in numbers and effectiveness. The Pennsylvania Association now has ten districts which hold local meetings and which seek to solve sectional problems.

A Problems Session

The round table on federal aid for schools touched upon the problem only to the extent of receiving a resolution on the subject from Mr. F. E. McArthur, of Birmingham, Ala. Miss Annette Moore aroused considerable enthusiastic approval in her criticisms of the formal program which had heard up to this point addresses from professional educators almost exclusively and had given little opportunity for the discussion of school administrative problems by members and from the standpoint of lay school boards. Miss Moore put ten problems before the meeting as of outstanding importance. The school-board members present, she said, should learn by an exchange of opinion and experience, answers to these questions: How shall the local schools get adequate publicity? How shall local finances be maintained? How shall economies be made in local school systems without destroying present necessary services? How shall teacher tenure, salaries, finance, and other aspects of teacher personnel problems be solved? How shall school boards handle the problems of providing and maintaining an adequate school plant? To what extent shall the school boards promote the further use of school buildings for social center, adult education, and other purposes? What are the minimum essentials of an adequate educational system in a community? Is it necessary for every community to develop a curriculum department, or may not the states and the Federal Government render curriculum service to obviate the heavy expense of local curriculum studies? Are the administrators of school systems and the teachers doing an adequate job in their respective departments? Are they carrying adequate teaching loads, or are the loads too heavy? What are the functions of state school-board associations, and how can the work of associations be made the common property of all association members and officers? Useful information on a number of the questions asked by Miss Moore was developed.

The Wednesday Session

On Wednesday morning the annual report of the president was read by Mr. Joseph H. Davis, Muncie, Ind. After briefly recalling the history of the association and surveying the results of the Knoxville program, Mr. Davis outlined a series of activities in which the association should immediately engage. He argued that it is essential that the secretary's office act as a center for the dissemination of information on policies and techniques developed by school boards so that members of the association who are confronted with problems may readily solve them. The association is distinctly not a pressure group. It is made up entirely of men who desire to protect the public and the communities from unwise pressures. It is anxious to cooperate with all organizations, but it cannot and must not be controlled by pressure or professional groups. At the present time the schools are confronted with numerous problems of national defense which the schools must help solve by preparing youth for military service and for the numerous defense industries. All of this new activity must be carried on without reducing other services of the schools. School Boards have no selfish purpose to achieve. Their interest in education, be concluded, is that of citizens and parents and their aim is to assist in every way to promote the democratic way of life.

The Resolutions

In its resolutions, the association (1) thanked President Davis, Secretary Thompson, and all others who contributed to the meeting; (2) urged that more time be provided at the conventions for the discussion of problems by the members; (3) urged that the local school boards pay the expense of delegates to the meetings; (4) requested that the convention cities be chosen by the selection of an executive committee; (5) urged that education is the first line of defense for a democracy for which the Federal Government should provide aid; (6) urged that the development of education be continued through regularly established educational agencies.

Kansas City was selected for the 1941 convention city. The following officers were unanimously elected:

New Officers

President, Joseph H. Davis, Esq., member of the board of education, Muncie, Ind.; *first vice-president,* Carl A. Wadell, member of the board of education, West Palm Beach, Fla.; *second vice-president,* Dr. C. L. Roholt, president of the Wright County Rural School Officers' Association, Waverly, Minn.; *third vice-president,* Miss Annette Moore, member of the board of education, Kansas City, Mo.; *secretary-treasurer,* Mrs. Martha Brinker, member of the board of education, and secretary of the Iowa State School Board Association, Yale, Iowa.

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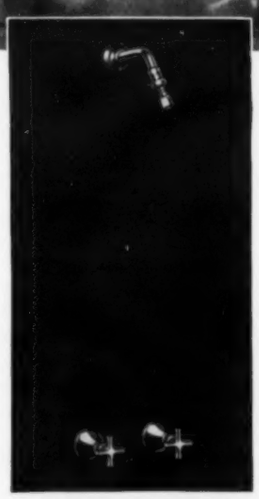

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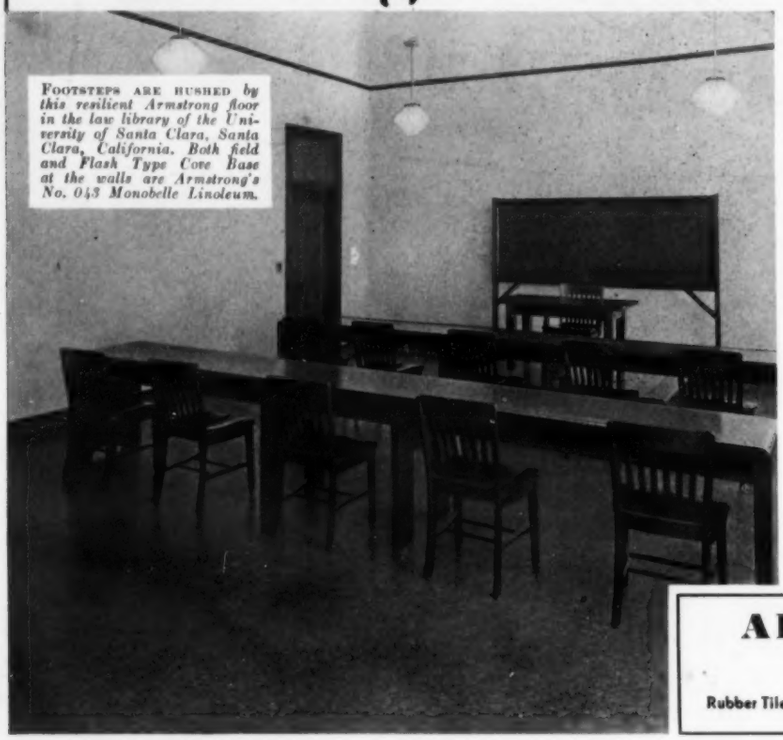

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School Law

School District Property

The surety on the faithful performance bond of the contractor constructing a school building was not liable for the premiums on workmen's compensation and public liability insurance by reason of a provision in the contract between the contractor and the board of education, requiring the contractor to "maintain" insurance, since the word "maintain" did not mean "to pay for." — *Anderson* v. *U. S. Fidelity & Guaranty Co.*, 104 Pacific 2d 906, N. Mex.

The premiums on workmen's compensation and public liability insurance, both of which were required under the building contractor's contract with the board of education for the construction of a school building, were not "supplies" within the meaning of the contractor's faithful performance bond providing for the payment of the just claims for labor performed and materials and supplies furnished upon or for the work under the contract, so as to render the surety on the bond liable therefor. New Mexico Comp. St. 1929, § 17–201. — *Anderson* v. *U. S. Fidelity & Guaranty Co.*, 104 Pacific reporter 2d 906, N. Mex.

The California Public Liability Act, imposing liability on a county, town, municipality, or school district for injuries caused by defective or dangerous condition of a property, mentioned in the act, does not provide an exemption from liability where certain defects are patent, or where the person suffering the injuries is a licensee rather than an invitee. Calif. general laws, 1937, Act 5619, § 2. — *Gibson* v. *Mendocino County*, 105 Pacific reporter 2d 105, superseding 96 Pacific reporter 2d 1005, Calif.

The California statute, imposing liability upon a school district for any judgment against the district on account of an injury arising out of the negligence of the district or its officers or employees, is in derogation of the common law and must be strictly construed under the Calif. school code, § 2.801, as amended by the statutes of 1937, p. 414. — *Kline* v. *San Francisco Unified School Dist.*, 104 Pacific reporter 2d 661, Calif. App.

School District Taxation

A levy by the county excise board, against property within the bounds of four school districts as the districts existed prior to their annexation to the independent school district, to pay the obligations outstanding against the annexed districts at the time of annexation, was legal. — *Texas-Empire Pipe Line Co.* v. *Tulsa County Excise Board*, 104 Pacific reporter 2d 441, Okla.

Teachers

Under the California tenure law, if a school district had an average daily attendance of more than 850 pupils, the teachers employed for more than three consecutive years were entitled by operation of the law to classification as permanent employees, and the action of a school board in making yearly contracts with the purpose of employing the teachers for one year only would not prevent the classification. Calif. school code, §§ 5.500, 5.501. — *La Rue* v. *Board of Trustees of the Baldwin Park School Dist. in Los Angeles County*, 104 Pacific reporter 2d 689, Calif. App.

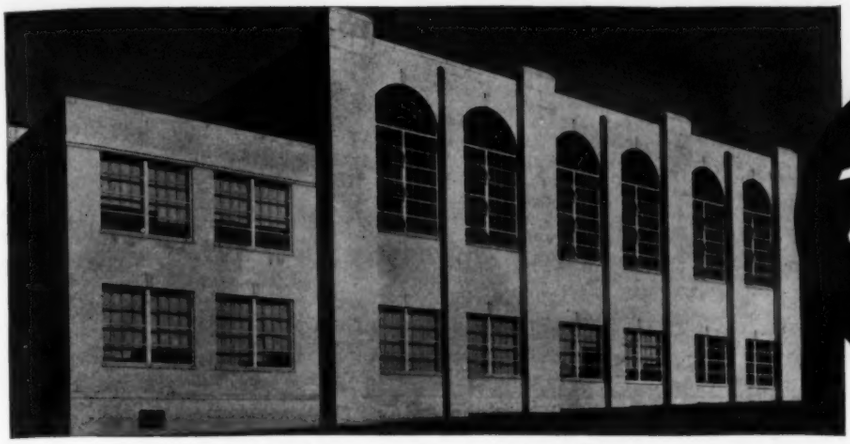
In construing the California tenure law provisions, whose application depends upon the average daily attendance of pupils in a school district, the kindergartens are a part of the elementary school system, and kindergarten attendance must be included in computing the average daily attendance of the district. Calif. school code, §§ 2.811, 2.877, 2.931, 2.1220, 3.110, 3.530, 3.570, 3.634, 3.667, 5.500, 5.501; Calif. constitution, art. 9, § 6. — *La Rue* v. *Board of Trustees of Baldwin Park School Dist. in Los Angeles County*, 104 Pacific reporter 2d 689, Calif. App.

Common school teachers are state "employees," and in discharging their duties they render services for a public purpose. — *Cottongim* v. *Stewart*, 142 Southwestern reporter 2d 171, 283 Ky. 615, Ky.

The purpose of the Pennsylvania teachers' tenure act of 1937 was to insure competent and efficient school systems by preventing the dismissal of capable and competent professional employees without just cause, to insure them continuous employment whenever reasonably possible, to prevent arbitrary action by the board of school directors, to afford a fair hearing to professional employees before dismissal, and to provide for a full, impartial, and unbiased consideration by the board of testimony produced. P.S. 24, § 1126 (d.j.). — *Swick* v. *School Dist. of Borough of Tarentum*, 14 Atlantic reporter 2d 898, Pa. Super.

Where the teachers were entitled to classification as permanent employees of the school district and their dismissal at the end of the school year was not in accordance with the provisions of the California tenure law, they were by operation of the law automatically re-elected to their positions for the following school year, and were entitled to reinstatement for that year at the same salary as received for the preceding year. Calif. school code, §§ 5.500, 5.501, 5.650 et seq., 5.681. — *La Rue* v. *Board of Trustees of Baldwin Park School Dist. in Los Angeles County*, 104 Pacific reporter 2d 689, Calif. App.

Where the county superintendent nominated teachers and the board of education illegally rejected the nominations, if money which was rightfully due to the rejected teachers was earmarked and not paid to substitute teachers, the rejected teachers would be entitled to judgment directing payment from the fund for the amount each would have received had he or she in fact taught during the school term, less any sum as might be shown did, or might have, minimized the sum in damages sought; but if money was not set aside, no judgment should go against the school funds. — *Cottingim* v. *Stewart*, 142 Southwestern reporter 2d 171, 283 Ky. 615, Ky.



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School Board Conventions

VERMONT SCHOOL DIRECTORS MEET IN MONTPELIER

The fifth annual meeting of the Vermont State School Directors' Association was held on October 16, in Montpelier, with President F. Ray Keyser presiding.

Following greetings by President Keyser, the meeting opened with a talk on "The Selection and Preparation of Teachers," delivered by Supt. Worcester Warren, of Bridgeport, Conn. A business session followed when the delegates listened to reports of the various special committees.

In the afternoon, Supt. Worcester Warren talked on "The School Board as the Bulwark of American Democracy."

The meeting closed with the election of officers for the year 1941. Mr. F. Ray Keyser, of Chelsea, was elected president; the vice-presidents were the ex-officio presidents of the six regional associations; secretary, Mrs. Lucie E. Chase, Plainfield; treasurer, Mr. Stanhope Brigham, Randolph.

DEMOCRACY PARLEY TOPIC AT NEW YORK STATE SCHOOL BOARD ASSOCIATION MEETING

Development of a fighting loyalty to American democracy was urged by Dr. W. Howard Pillsbury, of Schenectady, at the eighth annual meeting of the New York State School Board Association, in Syracuse, on October 28 and 29. Dr. Pillsbury, in his talk at the morning session, told the delegates that the major task confronting American schools is to develop those attitudes which are essential to the preservation of our freedom. He said that we must somehow develop loyalty to democracy comparable to that of the totalitarian states.

Dr. J. Cayce Morrison, Assistant Commissioner of the State Education Department, in his address urged careful evaluation of the ideals which make up democracy.

Dr. E. E. Cole, Commissioner of Education, said that he would oppose any attempt to centralize control of education in a federal governmental agency. He urged board members to watch the budgets in their districts and impress upon the people the necessity of cutting the cost wherever consistent with the welfare of the children.

A panel discussion included as speakers Paul R. Mort, professor of education at Columbia University, and Mr. Alfred D. Simpson, of the Harvard University Graduate School of Education.

Dr. Lewis A. Wilson, associate state commissioner of education, in his address said that the education of skilled and semiskilled men for vital industries is the greatest problem of national defense. He pointed out that the defense program offers a challenge and an opportunity to educators and said that the establishment and maintenance of armed forces and their equipment mean a revision of some phases of the state's educational system. An upturn in employment, he said, should warrant the use of part of the state relief fund for other uses.

Other speakers included Dr. Hu Shih, Chinese ambassador; Thomas J. Mangan, chancellor of the University of the State of New York; Dr. Ernest E. Cole, State Commissioner of Education; Dr. J. Cayce Morrison, Assistant State Commissioner of Education, and Dr. W. Howard Pillsbury, superintendent of schools of Schenectady.

The association adopted seven resolutions urging the retirement of teachers at the age of 65, earlier payment of state aid, opposing transfer of health services from the education department to the health department, recodification of the education laws, state aid for the maintenance of kindergartens, and support of the present law regulating school transportation and centralization.

The association elected officers for the year 1941. These are:

President, Russell M. L. Carson, Glens Falls; vice-presidents, Mrs. Jessie T. Zoller, Schenectady; Orrin Terry, Waterville; L. R. Lewis, Hudson Falls; A. J. Crowley, Hastings-on-Hudson. Officers re-elected or continuing in office are: Wilfred B. Reamer, Elmont; Niles Grover, South New Berlin; Clyde B. Moore, Ithaca; Mrs. Dorothy S. Blake, Albion; J. Curtiss Austin, Hamilton; William C. Thompson, Painted Post; George E. Davis, Floral Park.

THE COLORADO SCHOOL-BOARD ASSOCIATION

The Colorado Association of School District Boards, which was established in January, 1940, at the University of Colorado, has as its central motive (1) to help school boards to render better service to their communities, (2) to express the organized opinion and attitude of school-board officials on matters affecting schools, and (3) to promote legislation of benefit to schools and to oppose injurious legislation.

Up to the present time, all efforts of the association have been directed toward the organization of county school directors' associations in counties where there has been no previous organization, and in assisting in these meetings in counties where there already exists an association for this purpose. Sectional meetings are held regularly in conjunction with the annual convention of the Colorado Education Association, and these meetings have shown an increased attendance and a mounting enthusiasm.

The association maintains a central bureau of information where news on all phases of school-board policy and administration is collected from actual experiences of school-board officials.

The next annual meeting will be held early next spring, probably in March, 1941. Mr. Adrian B. Williams, Boulder, Colo., is executive secretary of the association, and will be glad to answer inquiries about the meeting.

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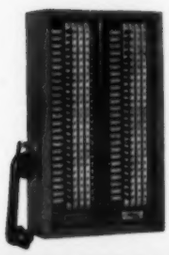

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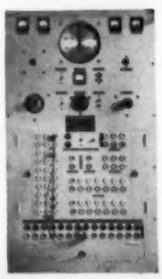

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School Administration News

VOCATIONAL GUIDANCE DEPARTMENT EXPANDED IN LEOMINSTER, MASS.

With the opening of the current school year 1940–41, the vocational guidance department in Leominster, Mass., has been expanded, under the direction of Miss Mary P. Johnson. Miss Johnson has collected, assembled, and filed a large amount of data on jobs, and all of this material has been placed in the hands of pupils in the courses. She has given talks to students and has visited many local employers of labor. In the two English classes considerable interest has been created by assignments of project work in job analysis. There is evident a need for increased time to be given to this vital phase of the school-work. However much the schools may emphasize the importance of this or that subject, the three questions overshadowing all others in the pupils' minds are, How Can I Find a Job?," "How Can I Get a Job?," and "How Can I Keep a Job?"

INDIVIDUAL PROMOTION OF PUPILS

An experiment in the "continuous growth of children" has been conducted this year in the Westnedge School, in Kalamazoo, Mich., with gratifying results to both parents and teachers. According to Miss Pearl Schoolcraft, principal of the school; the plan was intended to effect the reorganization of the school to replace the promotion-by-grade plan, by advancing each pupil as he was able to thoroughly complete the work. To carry out the program, meetings with teachers, with the parent-teacher association, with mothers' clubs, and personal conferences with parents were held. Changes in individual programs were made whenever it seemed best.

A few children slow in one subject went back with another group to receive extra help in reading. A class in upper-grade phonics was given for all pupils needing that help for reading and spelling. This was followed by a reading test, which revealed a gain of from eight to nine months in five months' time.

A good deal of corrective work was given. For instance, an attempt will be made another year to give children with poor eyesight as much of their social science work as possible through sound, instead of sight. One half of the physical-education time has been given over to a physical-activity program. This is a shop for boys and girls in the later elementary department where they work at any problem so long as they respect the rights of others. Other activities carried on were assembly programs, trips, and track meets. This year the 7B group from Lincoln School came as guests of the Westnedge School.

TRAFFIC REGULATIONS FOR FIRE DRILLS

The board of education of New York City has announced that the regulation prohibiting interference by traffic with school fire drills has been removed from the code of ordinances and is now a part of the traffic regulations of the city police commissioner. The section reads as follows:

"The driver of a vehicle shall not drive through nor approach within 100 feet of a line of children during a fire drill, nor interfere with, obstruct, or impede in any way such fire drill."

NEW ACTIVITIES IN NASHVILLE, TENNESSEE

During the school year 1940–41, a Department of Research and Investigation is being operated in the public schools of Nashville, Tenn., in connection with the central office. Dr. Ruth Moncrieff has been assigned to this office. One of the duties of the position will be the establishment of a clearinghouse of information touching the city schools of Nashville.

A reading clinic has been established in the schools, with Mr. Vernon Eady as director. One of the duties of the reading clinic is to carry on diagnostic and remedial work among nonreaders and problem cases involving reading.

A sight-saving class for junior and senior high school students, established this year, seeks to remove serious visual handicaps.

During the year, a health co-ordination service will be in operation, with Mrs. Ora Wakefield in charge. The duty of the health co-ordinator will be to train teachers in service, in health teaching, and health practices. An effort will be made to bridge the gap between the professional workers in health on the one hand, and classroom teachers on the other.

PEORIA REQUIRES FLAG SALUTE

The board of education of Peoria, Ill., upon the suggestion of Mr. E. C. Fisher, superintendent of schools, has approved the salute to the flag, as being in conformity with the decision of the United States Supreme Court and the laws of the state.

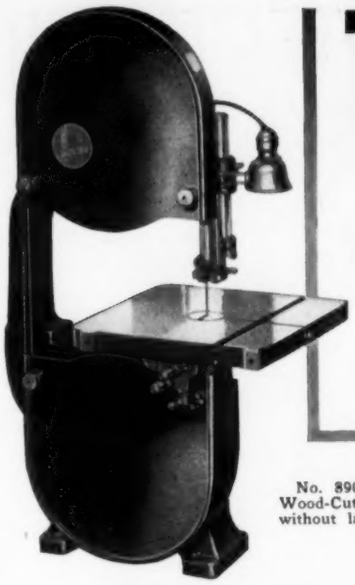
The board has voted to continue to require that pupils attending the public schools shall participate in patriotic ceremonies, such as saluting the flag and the pledge of allegiance, as has been traditionally observed and followed in the school system as a part of its educational and patriotic program.

The superintendent has been authorized and directed to take such lawful action as may be necessary to require pupils in the schools to conform with the board's requirements. The board has voted to confirm, approve, and adopt the superintendent's past actions in regard to this requirement.

♦ Highland Park, Mich. A full-time WPA supervisor has been appointed to take charge of both day and night classes in WPA work and national defense projects.

♦ Middlesboro, Ky. New equipment for the biology and chemistry classes in the high school has been purchased. A new course, called Earth Science, has been offered to students of the high school.

♦ Woburn, Mass. The school board has approved a proposal for the establishment of a WPA school lunch project in the Johnson School.



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School Finance and Taxation

FINANCIAL SITUATION OF PORTLAND SCHOOLS

The board of education of Portland, Ore., has issued through its school clerk, Mr. Andrew Comrie, a financial memorandum for September, 1940, in which is offered a complete summary of the important financial facts about the school system.

In 1939 the tax collections were delinquent in the amount of $565,915, or 13.76 per cent, making a total of $1,543,165 in delinquent taxes.

The board had bonds outstanding on September 30, 1940, in the amount of $4,732,500. Payments on bonds for the year 1940 amount to $922,326, and these payments will continue for the next four years. The overlapping debt for School Dist. No. 1 has been set at $5,292,500, or 17.40 per cent.

The board has a cash balance in trust funds as of Dec. 31, 1939, amounting to $15,024, and another item of $146,886 in invested warrants, stocks and bonds makes a grand total of $161,910. The deficit in the general fund on January 1, 1939, was $761,675.

FINANCE

♦ Wauwatosa, Wis. The school board has prepared a budget of $561,902 for the year 1941. A net deficit of $8454 has been reported for the past year, due to the fact that the budget was an inflexible one.

♦ Kenosha, Wis. The school board has prepared a budget of $738,003 for the school year 1941. Of the total amount, $631,733 will be raised by taxation.

♦ Ferndale, Mich. The board of education has sold $500,000 in bonds to an investment concern to permit a new refunding issue. The bonds carry an average interest rate of 3.206 per cent and will result in a saving of $104,000 in interest during the next 25 years.

♦ Fort Logan, Colo. The voters have defeated a proposal, calling for a bond issue and a 11½-mill-levy increase for school purposes. The school district is in a difficult financial situation, due to the rapid increase in enrollment in the schools.

♦ New York, N. Y. Mr. George H. Chatfield, director of the Bureau of Attendance, has reported that registration decreases in the city schools will cost the board $2,000,000 in state aid this year. Mr. Chatfield has renewed a plea he made to principals and teachers last September for a sustained drive for improved pupil attendance in an effort to offset this loss. He asked that teachers, especially, cooperate by reporting absentees promptly.

♦ Ashland, Wis. The school budget for 1940–41 calls for $159,483, which is an increase of $3198 over the year 1939–40. The larger part of the increase is due to the restoration of two weeks' salary of teachers.

♦ Rhinelander, Wis. The budget of the school board for 1940–41 calls for $166,715, which is an increase of $8210 over the amount for 1930–40.

♦ Manistique, Mich. The school board has adopted a budget of $102,607 for the school year 1941. The largest item is $61,589 for instructional expenses.

♦ Spokane, Wash. The school board has prepared a budget of $1,890,000 for the year 1941, which is an increase of $65,000 over the year 1939–40. A reduction of $36,440 was made in the school pay roll through the elimination of 21 teachers and one principal.

♦ Detroit, Mich. A reduction of $65,000 in annual expenditures for personnel among the school mechanical employees has been effected by the school board's planning committee. The planning committee was created to study the $18,000 report of MacDonald Bros., a firm of efficiency experts, and its report was made to the board's finance committee by John H. Webster, a member of the board. The board paid $6000 a month for three months for surveys made by the firm, and at the end of a three-month period voted not to retain the firm.

♦ Milwaukee, Wis. The board of school directors has adopted a budget of $9,547,103 for 1941, which is a reduction of $384,812 from the amount set for 1939–40.

♦ Austin, Minn. The next tax levy of the school board has been set at $263,190, which is $19,190 more than the estimate for the year 1939–40.

♦ Tulsa, Okla. Supplemental appropriations totaling $120,609 to the general budget for 1941 have been approved by the board of education. The largest item is $60,972 for additional salaries of teachers.

♦ Janesville, Wis. The school board has prepared a budget of $343,000 for the year 1941, which is an increase of $7000 over the year 1940.

♦ Eau Claire, Wis. A budget of $428,000 has been adopted for the school year 1941, which is a reduction of $131 from the estimate of last year. The amount to be raised by taxation is $285,000.

♦ Virginia, Minn. The school board has adopted a school-district levy of $770,680 for the school year 1941. This sum is $3980 under the levy limit and is $25,580 less than the levy for the past school year.

♦ Clay Center, Kans. The voters of the Garfield district have approved a bond issue in the amount of $80,000 for the erection of a new Garfield school.

♦ Wichita, Kans. The voters have approved a bond issue of $512,000, the proceeds of which will be used for the construction of three school buildings, and an addition to another school.

♦ Jamaica, L. I., N. Y. The school board has approved plans for the construction of the Woodrow Wilson Vocational High School, in Baisley Park. The building will accommodate 2450 students and will cost $1,386,000.

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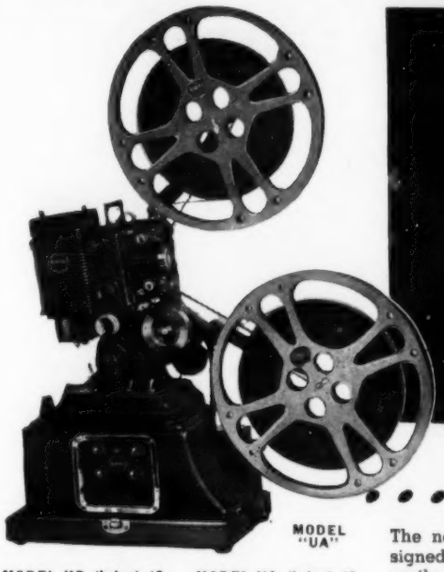

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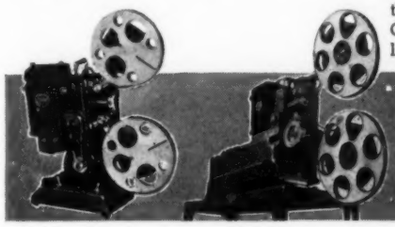

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New Books

Democracy in America

By W. M. Muthard, S. M. Hastings, C. B. Gosnell. Cloth, 623 pages. Price, $1.68. Thomas Nelson & Sons, New York, N. Y.

The authors of this book do not specify the year for which it is intended. Its style is simple enough to be understood by the higher type ninth grader, and dignified enough for use in the twelfth grade. The only objection one might lodge against its use in upper-division high school courses is that it gives rather superficial information on many of the points covered, although it very satisfactorily includes nearly all the major topics of a course in civics or problems of democracy. In the hands of a teacher, well informed on current civic problems, or who has knowledgeable success to general student references and source materials, the book should be very fine indeed.

Throughout the book, the emphasis is placed on the responsibility of the individual in making American democracy work, and on the solution of current problems through the democratic form of government. Religion is given its correct place in the American scheme of citizenship, and adequate ideals are upheld. A nonisolationist but very sane view is given of war, and of the Jewish question. One noteworthy omission is a discussion of the place of the Negro in American life.

The type is large, the general setup interesting, with adequate illustrations and captions. Each chapter ends with a summary, word lists, adequate thought questions, problems and activities, and brief bibliographies. — *E. R.*

Frontiers Old and New

By Nila B. Smith and Stephen F. Bayne. Cloth, 512 pages. $1.12. Silver Burdett Company, New York, N. Y.

A basic reader for the fifth grade, using the "unit-activity" plan. A preparatory section to each unit arouses the pupil's interest by large colored pictures and brief, lively text. The stories are well written and unusually interesting. They deal with history, adventure, invention, travel, nature, and geography. Study helps are supplied for each unit.

The illustrations on the whole, are fine examples of the use of art in motivating reading and supplying knowledge. One or two of them should have been omitted or modified.

Fun With Words

By Frederick H. Bair, Elma A. Neal, Inez Foster, and Ollie P. Storm. Cloth, 256 pp., illustrated. 80 cents. The Macmillan Co., New York, N. Y.

This is the third-grade book in the *Step by Step in English* series covering the work for grades three to eight inclusive. *Fun with Words* is developed to teach the pupils new words and new ways of using old words. Adequate review and drill are provided, and both oral and written composition are given ample attention.

River Empire

By Helen Clark Fernald and Edwin M. Slocombe. Cloth, vi-218 pages. Price, $2. Longmans, Green & Company, New York, N. Y.

It may be trite to say that this book is exciting and historically valuable, and that boys will get a great thrill in reading it. But the book is all that. It will make a real addition to high-school libraries.

Be Safe and Happy

By Sally Stribling and Antoinette Williams. Paper, 96 pages. Price, 32 cents. D. C. Heath & Company, Boston, Mass.

This workbook on safety presents to children in familiar situations at home, at school, and in the community a number of safety rules for their observance. Some units teach the right ways of behaving when riding bicycles, roller skating, walking on city streets or country roads, and riding in a bus or automobile, or taking trips. Other units give information and seek to build habits that will prevent accidents, as well as help children to understand first-aid measures. Various projects are given to help children check the safety of their own acts by comparison of typical situations with incidents in their everyday experience.

Development of the County-Unit School District in Utah

By Edward A. Bateman. Cloth, 98 pages. Price, $1.60. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This study seeks to establish the adaptability of the school district of Utah for social change and better educational service. The study was made within the general theory of adaptability developed by Mort and Cornell.

Elementary Psychology

By Francis M. Riordan. Paper, 83 pages. Published by the American Education Association, Brooklyn, N. Y.

This book is neither a well-arranged text nor a general treatise on psychology. It is rather a series of discussions of fifteen general problems in psychology with which teachers have to deal. Each presentation of a topic is followed by references and by questions for discussion. The latter go far beyond the immediate matter treated in the text.

Continuity of Service for Teachers in Southern States

Prepared by a committee under the direction of Edgar L. Morphet, director. Paper, 21 pages. Published by the State Department of Education, Tallahassee, Fla.

Under the direction of the Committee on Continuity of Service for Teachers, a plan is here proposed to insure better protection for competent teachers in their jobs, and not interfere with or make difficult the elimination of teachers who are incompetent.

In the southern states there is a general recognition of the need for better practices in the direction of tenure and continuity of service for teachers, but there is as yet no legislation and there is a fear on the part of many people that hasty legislation will give undue protection to teachers and thus handicap educational progress. The suggestions proposed here are designed to serve for

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guidance in planning a program that will aid in improving teacher-tenure practices and yet help to avoid unwise and harmful legislation.

The Place of Mathematics in Secondary Education

Fifteenth Yearbook of the National Council of Teachers of Mathematics. Cloth, 253 pages. Price, $1.25. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This statement of a joint commission, representing the Mathematical Association of America and the National Council of Teachers of Mathematics, is intended to outline the objectives of mathematics and its place in secondary education. The most valuable sections are the outlines of work to be offered at the several levels, and the suggestions for meeting the needs of special groups of backward and superior children.

Laboratory and Workbook Units in Chemistry

By Maurice U. Ames and Bernard Jaffe. Paper, 267 pages. Price, 92 cents. Silver, Burdett & Company, New York, N. Y.

The 51 units in the book are designed to meet the needs of a complete course in elementary chemistry. Each unit begins with experiments followed by observations and questions on the experiments. Supplementary exercises follow, and optional questions of the essay type close each unit.

The Interpretation of Indiana Public School Expenditures With Particular Reference to Current Expenditures for 1938-39

Paper, 49 pages. Bulletin No. 1, August, 1940. Published by the Research Service of the Indiana Teachers' Association, Indianapolis, Ind.

This is the first of a series of studies to be published by the research service of the Indiana Teachers' Association. The material, prepared under the direction of Mr. B. V. Bechdolt, director of research service, offers a timely and significant contribution to the problems and issues faced by the public schools of Indiana. The material will be found useful in the analyzing and making of budgets, in their presentation to the tax reviewing boards, and in the larger task of promoting intelligence in the community with respect to the school program. The study is a statistical analysis of the expenditures of Indiana school corporations for the school year 1938-39, and offers an outline of the additional factors which must be considered in an interpretation and evaluation of school expenditures.

Living and Forest Lands

Paper, 48 pages. Price, 10 cents. Publication No. 388, 1940, issued by the Superintendent of Documents, Government Printing Office, Washington, D. C.

A Forest Service publication, designed as a guide for study groups interested in various aspects of forest conservation. The text explains how forests aid in supplying gainful employment, and discusses where forests grow and why. Teachers will find it useful in supplementing classroom work or as a guide in connection with a study of the conservation of natural resources. Suggestions are given for special study projects and assignments in the conservation field, and there are questions, problems, and informative tests, as well as statistical tables for reference.

Proportional Representation — The Key to Democracy

By George H. Hallett, Jr., and Clarence Gilbert Hoag. Paper, 177 pages. Published by National Municipal League, New York, N. Y.

A campaign handbook for advocates of proportional representation in local and state administrations.

Forty-First Annual Report of the Superintendent of the New York City Schools

Prepared by Harold G. Campbell, superintendent. Cloth, 349 pages. Published by the board of education, New York, N. Y.

The forty-first annual report of the superintendent, for the year 1938-39, containing the statistical section, and tables and figures for making more clear the material included in the report.

The Dictionette

By Hardin Lucas. Paper, 64 pages. The Codetutor Company, Times Square, New York, N. Y.

One of a graded series of 1000-word dictionaries, containing the 7000 words for "everybody's vocabulary."

Financial Data for Ohio Cities and Exempted Villages for September, 1940

Compiled by Dr. T. C. Holy and Roy Wenger. Paper, 19 pages. Published by the Bureau of Educational Research, Ohio State University, Columbus, Ohio.

This report, which is divided into three parts, contains the enrollment figures and general financial data, information on school bonded debt and bonded indebtedness, and data on school-bond issues submitted between January, 1940, and November, 1940, inclusive.

The data shows the number of districts submitting bond issues, the number of districts refunding bonds and the total amount of refunded bonds, the number of districts submitting special levies, the average millage of special levies submitted, and the average millage of unexpired levies.

Print Handwriting

By Madeline Flint Hosmer. Books, I, II, III. Paper, 32 pages each. Price, 16 cents. D. C. Heath & Company, Boston, Mass.

A series of booklets on print handwriting, employing a variety of activities, including such subjects as keeping well, playing store, writing letters, vacation stories, making a poem book, making holiday cards, writing numbers, and doing things.

Veterinary Medicine

By Walter J. Greenleaf. Paper, 15 pages. Price, 5 cents. U. S. Office of Education, Washington, D. C.

One of a series of pamphlets on occupations. This occupation is said to be less crowded than the other professions and there are opportunities for getting placed advantageously upon graduation.

Know Your Northwest Series — Seattle Schools Discover the Region.

Prepared by the staff of the Northwest Regional Council, in collaboration with Seattle teachers and administrative officers. Paper, 29 pages. Published by the Northwest Regional Council, Portland, Ore.

This brochure seeks to show the effects of the Seattle school program in acquainting students with the resources and the activities of the community and the region so that they may be prepared for an intelligent participation in the affairs of the community, state, and nation. It gives evidence of the splendid cooperation existing between teachers and school administrators, and between the schools of Seattle and the community, which will be encouraging to forward-looking school people. Classroom workers cannot fail to recognize the vitalizing effect on school work of firsthand experiences and the meaningful ideas secured by the students from a program like that described in this bulletin.

Aeronautic Training for National Defense

By Paul Howard. Paper, 8 pages. Published by the American Library Association, Chicago, Ill.

A list of titles on aviation, intended to supplement the previous list, "Industrial Training for National Defense." The list includes aerodynamics, avigation, piloting, aircraft maintenance and repair, aircraft electricity, airline stewards and hostesses, airports, laws, and regulations.

Before We Read

By William S. Gray and Marion Monroe. Paper, 48 pages. Scott, Foresman & Company, Chicago, Ill.

Stories in picture here provide a natural prereading course.

Interscholastic Athletic Standards for Boys

A committee report, prepared by Franklin J. Gray, chairman. Paper, 7 pages. Educational Research Service, N. E. A., Washington, D. C.

This report seeks to record the general procedures and to crystallize the best available thought on certain practices relating to the athletic program. The material should be of value to those responsible for organizing and directing athletic programs for boys.

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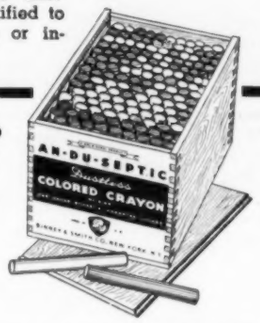

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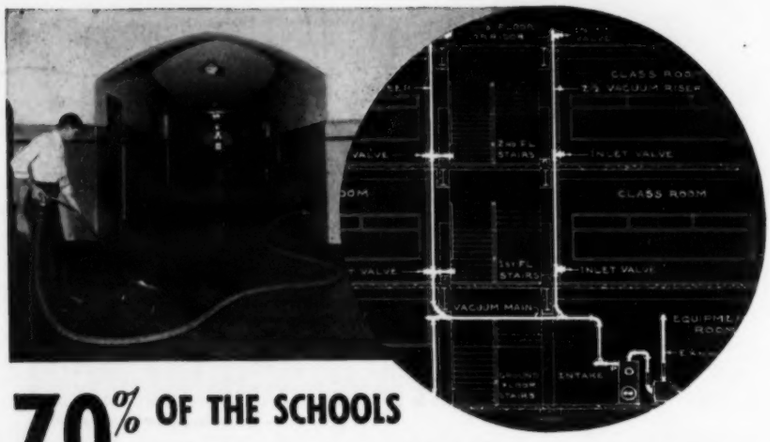

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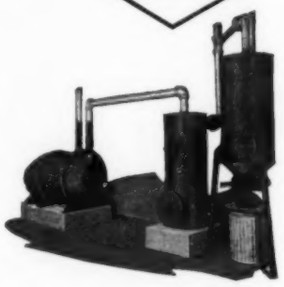

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Publications of Interest to School-Business Executives

A Check List for Architects' Working Drawings for School Buildings

By N. L. Engelhardt. Paper, 44 pages. Price, 60 cents. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

This check list serves an important purpose. It is arranged to enable the superintendent of schools and the school-business executive to conduct a systematic check on every important element in the working drawings for school buildings. The series of lists cover (1) the general items of the plan, (2) the plot plans, (3) the architectural floor plans, (4) the architectural elevations, (5) the architectural sections, (6) the large-scale detail drawings, (7) the structural drawings, (8) the electrical drawings, (9) the plumbing and sanitary system drawings, and (10) the heating and ventilating drawings.

The plans for every school building deserve systematic review on the part of at least two, if not three, executives of the school system. The present book, which follows the pioneer outline of Donovan in many respects, is thoroughly practical. It would be well if the check could be made at least twice if not three times, so that the architect might have an opportunity to incorporate in his drawings the results of the successive criticisms provided by the superintendent of schools, the school-business executive, and any technically trained authorities available to the board of education. If an outside trained man cannot readily be employed, then a member of the board, or of its building committee, who has had experience in building construction, or the superintendent of buildings of the school system, might be a third individual in such a group.

Your Specifications, an Asset or a Liability?

Published by Department N, the Herman Nelson Corporation, 1824 Third Ave., Moline, Ill.

This booklet gives detailed and unbiased information on writing specifications for the purchase of materials or equipment for schools. It explains briefly and simply the four recognized types of specifications.

Drafting Room Standards for Steel Stairs

Data and complete drawings on the standard practices for the construction of steel stairs, safety treads, and ornamental metalwork. Recommended and published by the National Association of Ornamental Metal Manufacturers, 209 Cedar Ave., Tacoma Park, Washington, D. C.

Rules and Regulations Governing Janitorial Service in School Buildings

Prepared under the direction of A. H. Schafer, secretary of the board. Paper, 24 pages. Published by the board of education, Racine, Wis.

A set of rules and regulations governing the work of the engineering and janitorial staff of the school system, taking up especially such topics as cleaning, scrubbing, operation of heating system, care of plumbing, electrical system, and ventilating apparatus, fire precautions.

School Plant Operation and Maintenance in Florida

Prepared by the Florida committee, under the direction of James L. Graham, consultant. Paper, 121 pages. Bulletin No. 13, September, 1940, published by the State Department of Education, Tallahassee, Fla.

A most helpful handbook containing the Florida program for the improvement of the schools of the state. The booklet will be found serviceable by county superintendents in making recommendations for the adoption of policies by county and urban boards, in the organization of maintenance services, and in the selection and recommendation for appointment of personnel for the operation and maintenance of school plants. It will be helpful also in determining budget requirements, preparation of contracts for supplies and equipment, and for the evaluation of operation and maintenance services.

Care and Maintenance of Sprinkler Systems

Paper, 28 pages. Prepared and issued by the Committee on Automatic Sprinklers, National Fire Protection Association, 60 Batterymarch St., Boston, Mass.

A pamphlet intended to offer to property owners and managers advice and suggestions relative to the care and maintenance of sprinkler equipments upon which the safety of property depends.

Standards of the National Board of Fire Underwriters for Electric Wiring and Apparatus

Paper, 360 pages. Issued by the American Standards Association for the National Board of Fire Underwriters, 85 John St., New York, N. Y.

This edition contains the 1940 standards of the board on electrical code for electric wiring and apparatus.

The Bureau of Labor Statistics' New Index of Cost of Living

Paper, 38 pages. Serial No. R. 1156, March 15, 1940, of the U. S. Department of Labor. Published by the Government Printing Office, Washington, D. C.

This bulletin presents the Bureau of Labor's new index of the cost of goods purchased by wage earners and lower-salaried workers in the large cities. The most striking development is that which occurred in the number of items included in the food-cost index, which shows a change from 42 to 84 items. The foods added are the most important in current family food purchases. Over the period from 1890 to 1940, shifts have occurred in the internal composition of the food-cost index, which has resulted in increased emphasis on fruits and vegetables, with proportionate decreases in the emphasis on other food groups. There has been a general decrease in the weights assigned to cereals and bakery products, apples, and potatoes, and an increase in citrus fruits, green vegetables, and poultry. The food staples continue to dominate the field.

Operation of School Lunch Projects

Welfare Circular No. 1, WPA Technical Series, October 9, 1940. Issued by the Work Projects Administration of the Federal Works Agency, Washington, D. C.

This circular offers an operating technique for school-lunch projects, and contains a complete digest of all essential information and instructions needed by school boards concerning the operation of a WPA school-lunch project. These projects were initiated during the early days of the relief program and are intended to overcome malnutrition and provide hot lunches for needy children.

The methods and technique outlined in the manual have been developed to meet the many local perplexing problems in the operation of a school-lunch program, and to establish standards of operation which will increase the value of the projects to the communities served.

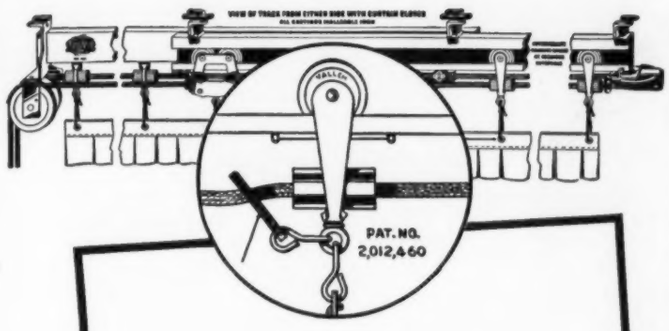
Of particular interest is Part IV, containing the physical setup of a school-lunch unit. It outlines the space and equipment necessary for a school-lunch unit, sets the minimum standards necessary to attain the objective, and describes the organization and management of the work, the arrangement of work schedules, the setting up of safety precautions, the planning of food for lunch projects, the planning of menu patterns and food combinations, and the serving of lunches. In Part VI there is an outline of provisions for food supplies, and information on how, and by whom, food is to be bought.

Liquid Petroleum Gases

Air Conditioning, Warm Air Heating, Air Cooling

Published by the National Fire Protection Association, 60 Batterymarch St., Boston, Mass.

These pamphlets contain the revised regulations governing air conditioning and the installation and operation of compressed gas systems.



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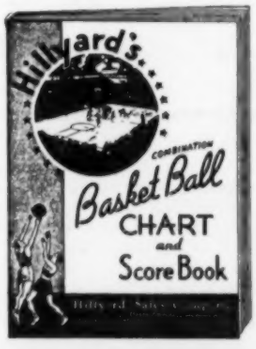

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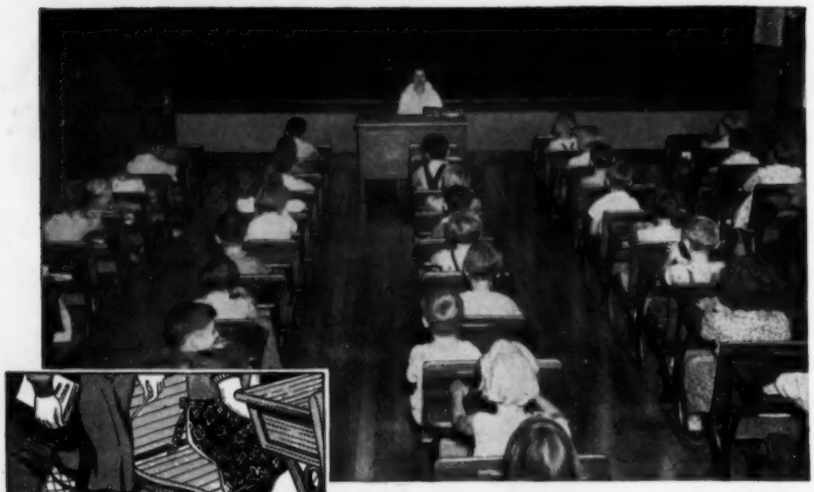

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when classroom floors are finished with Seal-O-San

WHEREVER you find traffic-scarred floors, you also find a surface floor-finish that has failed. Under the abuse of traffic, the brittle, surface-finish cracks and breaks, exposing the wood cells beneath. Continuous pounding and scuffing crushes these empty cells . . . starts a trail of worn spots across the floor.

A Penetrating Seal-O-San finish becomes part of the wood. As the liquid penetrates, it fills the empty cells, then hardens to form a protective seal against dirt, moisture, or wear. Because this seal extends below the surface of a Seal-O-San floor, you never see traffic lanes.

Remember that worn, unsightly floors are a black mark against the man responsible for their care. So investigate Penetrating Seal-O-San today. Its outstanding qualities of beauty, economy, and durability will prove to be exactly what you need for your school floors.

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SEAL-O-SAN
PERFECT SEAL AND FINISH FOR WOOD FLOORS

School Board News

♦ Sheboygan, Wis. The school board has voted to change its public liability insurance policy, with the limits set at $5000 and $100,000.

♦ De Pere, Wis. The school board has approved a PWA grant to take care of the noon lunch needs of school children.

♦ Superior, Wis. The school board has approved a five-point program for national defense. Included in the program are plans for providing vocational education for men and women essential in defense industries, the setting up of a central bureau of information, and plans to encourage a study of national defense problems by teachers.

♦ Cincinnati, Ohio. The school board has rejected a proposal to establish military training units in the high schools.

♦ Lansing, Mich. The school board has adopted a resolution, that teachers and other school employees will be guaranteed their jobs, plus any salary advances due to tenure, in case of a call for military service.

♦ Newton, Iowa. The school board has adopted a new schedule of tuition charges, effective with the opening of the next semester. These charges are: kindergarten, $18 per semester, or $4 per month; first six grades, $36 per semester, or $8 per month; seventh and eighth grades, $49.50 per semester, or $11 per month.

♦ The school board of Duval County, Fla., has reaffirmed its stand that all school children must salute the flag, and in that action, has placed the problem on the parents of four children who have been suspended for failure to obey the rule.

♦ Wakefield, Mass. The school board has rejected a proposal that WPA meals be provided in the school buildings for undernourished school children.

♦ Great Barrington, Mass. The school board has voted to continue the suspension of three school children because of failure to salute the flag.

♦ San Antonio, Tex. The school board has ruled that teachers receiving less than $5 per day shall lose only their daily pay rate when absent through illness. It is explained that they will not be required to pay a substitute teacher.

♦ Hannibal, Mo. The school board has refused to grant the use of the high school band for political meetings.

♦ Minneapolis, Minn. The school board has asked Supt. C. R. Reed to undertake a study of teacher retirement plans. The board is desirous of finding a means of instituting a uniform retirement age for teachers. It is proposed to set a retirement age of 67.

♦ Florence, Colo. The school board has passed a rule that all school children must take part in the school flag ceremony. Any pupil failing to do so will be automatically suspended from school.

♦ Kansas City, Mo. The school board has denied a request for the use of the school recreational facilities for a winter program for adults and children. The board members believed that the city should pay for the use of the school facilities.

♦ Colorado Springs, Colo. The school board has ruled that no advertising matter shall be permitted in the schools.

♦ Galveston, Tex. The school board has asked the state legislature to remedy a defect in the state law prohibiting the sale of liquor in the vicinity of school property. The action of the board followed the presentation of a circular by A. W. McCallum, a board member. The circular stated: "Buy one pint of liquor, add five cents, and get a pint of ice cream."

♦ Corbin, Ky. The school board has authorized the adoption of a standard senior class ring. A committee of two will meet with student representatives to select a standard ring. The ring will be of a standard design and will be sold at a uniform price by all local jewelry firms.

♦ A minimum school term of nine months has been proposed to the state legislature of Illinois by the Illinois Education Association. Among the reasons given for lengthening the term are the difficulty of retaining good teachers, failure of pupils to carry high school work efficiently, and difficulties faced by transfer pupils going from one district to another.

♦ Springfield, Ill. The school board has undertaken a study to determine whether the city schools can obtain a reduction in water rates. It is estimated that a reduced rate would result in a yearly saving of $900 to the schools.

♦ Berea, Ohio. The school board has voted to raise the tuition charges for nonresident pupils. The new rates are $8.27 per month for elementary school pupils and $10.37 per month for high school students.

♦ Fort Atkinson, Wis. The school board has voted to sell to the city the old Barrie School, which is to be remodeled and converted into a vocational school for the city.

♦ Fort Pierce, S. C. The school board has voted to charge a tuition fee of $2.50 per month to nondistrict pupils attending the city schools. The action was taken on account of the crowded condition of the schools.

♦ Newark, Ohio. The school board has adopted a policy that the school gymnasium be used only for physical-education purposes, unless special permission is given by the board.

♦ Stambaugh, Mich. The school board has voted to extend the school year two weeks in June, to make up the time lost at the beginning of the term because of the infantile-paralysis quarantine.

♦ Warren, R. I. The salaries of teachers have been restored to the 1929 level, under an order of the school board. An additional increase of $100 has been offered to teachers who will earn a master's degree.

♦ Barre, Vt. The school board has leased the old Goddard Alumni Building and will convert it into a museum and art school. The first floor will be used to house a machine shop and welding shop for the vocational school.

Looking Forward . . . 1941

No. H-10 Chemistry Table

Even now School Administrators are making plans for 1941. The painstaking detail and planning involved in establishing new or remodeling old rooms for Science Laboratories can be simplified for you by experienced Sheldon Engineers. Write today for our catalog showing the complete line of Sheldon Laboratory and Vocational Furniture.

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Strictly in accord with official specifications as recently established by the National Basketball Committee . . . The new, streamlined Medart Backboard is 'pressed-out' of a single sheet of steel . . . Quantity production makes extremely attractive prices possible . . . Before changing your equipment get complete details of the Medart Steel Backboard and Goal—"No better equipment at any price!"

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NOW—
A NEW TOP

ON THE POPULAR INCH AND THREE QUARTER SIZE

Common Sense Inkwell

The neat Bakelite cap unscrews with a slight twist of the fingers. The cap is non-corrosive, practically unbreakable and will prohibit evaporation. This inkwell will bring new efficiency to the classroom and will save on your annual ink expenditure.

SEND NOW FOR A FREE SAMPLE.

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National Presents..

the Perfect Auditorium Chair

Comfort is the paramount feature of this National Auditorium Chair. Seat and back are fully upholstered with spring cushioning. In appearance it is rich and luxurious and its streamlined design will harmonize with any decorative plans.

National leads the field with hundreds of types of auditorium and stadium seating. Years of expert craftsmanship in building modern seating and school equipment assure complete satisfaction. Write for catalogue or about any seating problems.

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Board of Education, LaCrosse, Wis. *Manhattan School of Music, N.Y. City*
Municipal Auditorium, Topeka, Kansas *Clark University, Worcester, Mass.*

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New GYM MATS

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● A quick, easy way to remove snow. Enables you to clean the snow off in the morning before it is packed down by pedestrians. EQUAL TO A WHOLE CREW OF HAND SHOVELERS. Pays for itself in labor saved.

Made in two types: (1) Straight blade with swivel action for use where snow can be pushed off one side (either side) (2) V-Type Blade — practical only where snow can be pushed to both sides of walk. Both blades have 47 inch plowing width. Operated by the sturdy 2 H.P. Jacobsen Engine. Pneumatic Tires.

IN SUMMER a sickle-bar attachment may be had which converts the plow into a tall-grass and weed cutter, thus giving year-around usefulness.

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America's Foremost Builders of Power Lawn Mowers.

School Building News

♦ St. Louis, Mo. The board of education, during the past two fiscal years, has expended $1,859,258 for new school buildings and improvements, according to a recent study of school-building expenditures, made by School Auditor William M. Susanka. Of the total, the Federal Government through the PWA, contributed 43.8 per cent of the cost, a total of $814,400. The remaining 56.2 per cent, $1,044,858, was paid by the board.

For this money the board built one teachers' college, four elementary schools, installed an air-conditioning system in the board of education building, installed new boilers in several elementary schools, all at a cost which fell $65,000 below the original estimate of $1,925,000. The air-conditioning system and the new boilers cost $152,760.

♦ On October 15, the board of education at Rockford, Ill., dedicated its new Washington Junior High School, which was completed at a cost of $461,795. A dedicatory program was carried out, with President Carlton K. Welsh of the board in charge. The building was planned and erected under the supervision of Architect Gilbert A. Johnson and A. Reyner Eastman, consultant.

♦ Carlisle, Pa. The vocational department of the high school has occupied its new field house on the athletic field. The building contains space for team rooms, a double garage for storing motor equipment, and rest rooms.

♦ Hillsboro, Ore. The school board has begun plans for a new elementary school building. Jack Annand, of Tigard, has been employed as architect.

♦ Shelbyville, Tenn. A new school building for the first six grades has been erected this year.

♦ Seattle, Wash. The board of education has begun plans for the construction of a new elementary school building, to cost $135,862.

♦ Meridian, Miss. Plans have been started for the construction of an NYA trade school building, to cost approximately $300,000.

♦ Conroe, Tex. The board of education has let the contract for the construction of the new athletic center, to cost about $100,000.

♦ Athens, Tenn. The school board has this year completed a building project at the North City School, where three classrooms and a room for a cafeteria were added. The cost of the project was $10,000.

♦ The Dalles, Ore. Contracts have been let for the construction of a new senior high school, to cost approximately $300,000. The planning and erection of the building will be in charge of Mr. John W. Maloney, architect, of Yakima, Wash.

♦ Honea Path, S. C. The school board has completed a four-room addition to the high school building. Other improvements include the remodeling of the library and the construction of an auditorium at the Negro school. Plans have been completed for the construction of a new grade-school building to comprise eleven classrooms, a gymnasium, and an auditorium.

♦ Corpus Christi, Tex. The board of education has received bids for the construction of a new school administration building. The building will be erected from plans prepared by the architectural firm of Vogler & Decker.

♦ Abilene, Kans. The school board has sold bonds in the amount of $62,250 to a Kansas City investment house. The proceeds of the bonds will be used for the construction of the new Garfield School.

♦ Cincinnati, Ohio. A bond issue of $2,000,000 has been proposed for the construction of new school buildings.

♦ Dixon, Calif. Work has been completed on a new high school costing $106,400.

ACCOMPLISHMENTS OF THE WPA FROM 1935 TO 1940

A summary of the major types of facilities completed on projects operated by the Work Projects Administration is contained in a recent report, presented by Mr. Allan Sherman, chief of the Periodicals Section of the Federal Works Agency, covering the five-year period from July, 1935, to July, 1940.

The program, begun in the summer of 1935 for providing employment on useful public projects, was completed in June, 1940. The number of new educational buildings, including libraries and schools, amounted to 4499. The number of school structures improved was 29,675, and the additions amounted to 1676. The schools constructed amounted to 4383.

In the department of recreation there were a total of 2521 playgrounds constructed, of which 1525 were school playgrounds. A total of 2630 athletic fields were provided.

Other projects undertaken included school-lunch services, school-library units, book renovation, sewing, and food-preservation projects, and school medical service, which were included in the nonconstruction field and were carried out as a means of expanding and improving educational, health, and other public services.

SCHOOL-BOND SALES

During the month of October school-bond sales in the amount of $2,017,761 were reported. The average interest rate was 2.32 per cent.

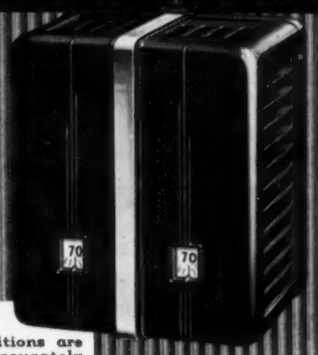
During the same month sales of refunding bonds, tax-anticipation, and tax notes were sold in the amount of $4,987,918.

SCHOOL-BUILDING CONSTRUCTION

During the month of October, 29 contracts for new school buildings were let in 11 states west of the Rocky Mountains. The value was $2,511,780. Thirteen school-building projects, in preliminary stages, were reported, at an estimated cost of $7,050,500.

During the month of October, Dodge reported contracts let for 225 school buildings, to cost $16,022,000. Contracts were also let for 24 laboratory and science buildings, to cost $2,220,000. The territory included in the reports comprised 37 states east of the Rocky Mountains.

Control Both!
Temperature and
Relative Humidity



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Correct *comfort* conditions are automatically and accurately maintained by this dual-unit instrument. It is an optional part of the famous Barber-Colman Control System.
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GOAL-HI AMERICA'S NEW Indoor & Out-of-Door PLAY GAME
America's new play-game . . . For girls — for boys . . . Played indoors or out-of-doors . . . For small teams or entire (large) gym classes or play groups . . . Only one inexpensive Official Goal-Hi Standard (and a ball) is required . . . Complete Rules Book free with each standard . . . "For health and fun and exercise, play Goal-Hi all year 'round." Complete information upon request.

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School Hygiene Notes

HEALTH FOR DEFENSE

The following seven-point program to strengthen national defense through improved health and physical fitness of every child in every school throughout the country has been issued by Dr. John W. Studebaker, United States Commissioner of Education. The program includes:

1. To secure and maintain a safe and healthful school environment.
2. To make adequate provision for the school lunch.
3. To provide health service for pupils, teachers, and school employees.
4. To give instruction in health and safety.
5. To make provision for physical activities intended to develop physical and social fitness.
6. To provide recreational programs to meet the needs of children and youth after school and in vacation periods, and the needs of adults in the community.
7. To establish educational camps to insure for all children the experiences that only come from close contact with nature.

PHYSICAL EDUCATION A CONTINUOUS PROGRAM IN KALAMAZOO

A "continuing" education program in physical education is being conducted in Kalamazoo, Mich., this year for teachers as well as students. Under the direction of Mr. A. E. Stoddard, supervisor of physical education, general meetings of the department are kept at a minimum, but a number of special groups of teachers meet often to confer on problems dealing with pupil welfare and to exchange ideas which seem to be successful. This has proved to be valuable for in-service training. Considerable study has been given to a plan by which selected health instruction may be given pupils, particularly those from later elementary grades through the senior high school.

HYGIENE AND SANITATION

♦ Detroit, Mich. The 1941 dental-care program for school children of the city has been inaugurated by the local board of health with the beginning of inspections of the teeth of some 100,000 pupils in the elementary schools. The dental program, which is under the direction of Dr. W. H. Phillips, director of dental health service, is being financed with the cooperation of the Children's Fund of Michigan. It has been estimated that less than one half of the indigent children of the city in need of dental care were given treatment last year, due to a lack of funds. Prior to 1932, the city had appropriated more than $100,000 annually for such preventive treatment.

♦ Great Bend, Kans. The annual dental inspections have been conducted in all of the public schools. The inspections are free to the students and are conducted through the cooperation of the local dentists.

♦ Harlan, Ky. A very successful school health program is being conducted this year, through the cooperation of the parent-teacher associations, the physicians, the dentists, and the social agencies. Free lunches are being provided for 100 children, underweight children are given cod-liver oil, and a free tonsil clinic is conducted. During the year stress is being laid on the care of the teeth. A program is being arranged looking toward the prevention of handicaps.

♦ Providence, Ky. An extensive program of health inspections is being conducted in the city schools this year. Each child in the six grades will be given a physical examination and all defects will be reported to the parents. In May a recheck will be made and all children in good health will be given a blue ribbon.

♦ Bristol, R. I. During the present school year, school dental work will be limited to pupils of the first three grades. The present examination of pupils in the higher grades will be continued and parents notified of work to be done. A system of lower dental rates has been established so that children in low-income families may get proper dental attention at a cost within their ability to pay.

♦ Dixon, Ky. An extensive school health program is being carried on in the schools this year. Each child in the first six grades will be given a thorough physical examination. All defects noted will be brought to the attention of parents of the children.

BOARDS OF EDUCATION

♦ Portland, Ore. The board of education has completed a program for the extended development of the playgrounds and recreational fields. The cost of the improvements will reach $335,000. The board is planning to offer the use of the facilities to the Federal Government in its effort to raise the physical fitness of the adult population.

♦ Bridgeport, Conn. The school board has approved an amendment to its rules, calling for a teacher classification plan and procedure to govern the civil service examinations for members of the school system, excluding elementary teachers. Elementary teachers were eliminated because they are selected on the basis of their rating in the normal school graduating classes. Rules governing the giving and rating of physical examinations in connection with promotional examinations in the school system have been held in abeyance to permit of further study.

♦ Athol, Mass. Under a recent vote of the school board, male members of the school staff drafted for military service are to be extended formal leaves of absence for the duration of such service.

♦ Newport, Ky. The city commissioners have passed an ordinance requiring the city treasurer to collect delinquent taxes in the usual manner, by filing suits. The action was taken, following a suggestion of the school board which called for the sale of delinquent taxes to the highest bidder.

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BIKE RACKS FOR INDOOR AND OUT-OF-DOOR USE

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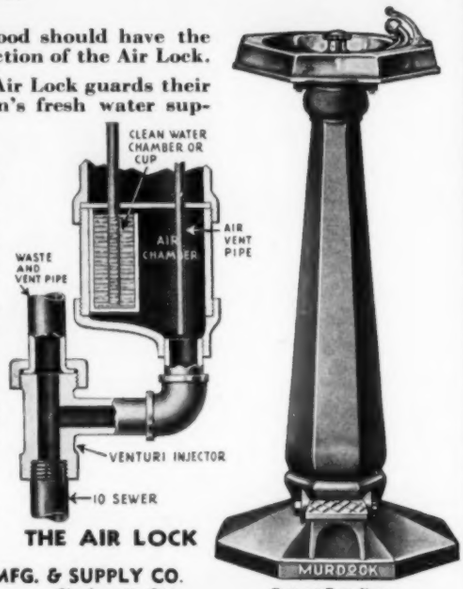
It is the ONLY Outdoor Drinking Fountain that is Air Locked.

"Air Lock"

Trusting childhood should have the additional protection of the Air Lock.

The inbuilt Air Lock guards their outdoor fountain's fresh water supply against contamination by polluted water from clogged sewers without the aid of a mechanical device.

This is the most sanitary and practical outdoor fountain obtainable. It is fool-proof. All inner working parts come completely and permanently assembled.



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SINCE 1833
The Most Reliable Name on Water Service Devices

ILLINOIS SCHOOL BOARDS DECLARE OPPOSITION TO MINIMUM WAGE LAW

Representatives of school boards throughout the state of Illinois were in attendance at the annual meeting of the Illinois Association of School Boards, held in Springfield, on November 13, 14, and 15. It was estimated that more than 400 were in attendance at the initial business session, and 600, including the delegates' wives and guests, were at the annual banquet.

The meeting opened with a joint session in the Hotel Abraham Lincoln, with Ira E. Garman, Bellwood, presiding. Speakers at the school-board meeting were Paul J. Wisner, Glencoe; Rev. R. M. Luedde, Gibson City; and Fred L. Biester, Glenhard township high school.

Addresses at the city superintendents' session were given by Edwin H. Reader, University of Illinois; C. H. Engle, State Teachers' Examining Board; Otis Keeler, State Department of Education; and Don Cash Seaton, state physical education director.

At the joint banquet session on Thursday evening, Mr. Charles Milton Newcomb, Asheville, N. C., spoke on the topic "What Are You Afraid Of?"

The women school-board members meeting at the same time held a speaking program. Mrs. William Zeigler, East Moline, chairman of the women's section, presided, and the speakers were Mrs. W. S. Hefferan, Chicago, and Mrs. Eloise P. Bingham, who talked on "Women on School Boards." Special guests included Mrs. Florence Porter, Bakersfield, Calif.; Mrs. Ruth Fillingham, Pontiac; and Mrs. Lottie H. O'Neill, Downers Grove.

A forum on financing public education in Illinois was held, with Mr. Allen D. Manvel, Mr. E. L. Coberly, and Mr. Orville T. Bright, Jr., as the participants.

Serren Rosendall, Morris, and Ward Black, of the Department of Public Instruction, were in charge of the sectional meeting for rural school directors.

A legislative program, which included opposition to a minimum wage law for teachers and which would permit the reorganization of school districts, was presented to the school boards and superintendents at a joint session. The program, prepared by a committee of officers of the associations, was presented by B. M. Kohler, of Glencoe. The proposed laws would (1) define the duties of superintendents and school boards, (2) permit the establishment of junior colleges in smaller districts, (3) recodify the school laws, (4) govern the amount of money to be spent for transportation, (5) consolidate the building and educational funds, (6) increase the equalization fund to aid poorer districts, (7) permit the reorganization of school districts, (8) amend the teachers' tenure law to protect good teachers and to improve poorer teachers, and (9) oppose the minimum wage law for teachers.

At the afternoon session on Thursday, Mr. Paul J. Misner, Glencoe, discussed "Community Relations," and Rev. R. M. Luedde, Gibson City, spoke on the subject, "The Public's Responsibility to Schools."

National defense came to the fore in discussions, with Fred L. Biester, of the Glenhard township high school, speaking on "The Role of the Schools in the Defense Program," and Seward Staley, of the University of Illinois, discussing "The Schools and the National Defense."

Resolutions asking appropriation by the state of funds for the education of handicapped children and urging the passage of legislation designed to improve the collection of delinquent general property taxes, were presented to the school boards. The resolutions committee, headed by Arthur G. Duncan, Evanston, submitted a proposal for the revision of the state law governing the election of school directors in rural communities. The procedure is to be revised to conform with the method of electing board members in the larger cities. The association members also considered recommendations of the legislative committee that the association institute a drive for an increase of $1,000,000 in the state distributive fund and numerous changes in education laws.

Glen F. Kelly, field secretary of the association, spoke on "Cooperation Between the State Association and the School Board," and J. M. Seamon, Peoria, discussed "School Accounting."

Harold W. Norman, Bannockburn, was elected president; Rev. R. M. Luedde, Gibson City, was named vice-president; and H. H. Coe and A. D. McLarty, Springfield, were re-elected treasurer and executive secretary, respectively.

PERSONAL NEWS

● Mrs. Marie Dresden Lane has been appointed Director of Girls' Work for the out-of-school work program of the National Youth Administration.

● Supt. Homer W. Anderson, of St. Louis, has been nominated for the presidency of the American Association of School Administrators, which will hold its next meeting in February, 1941.

● Mr. J. M. Boyet, of Vinton, La., has accepted an appointment as Supervisor of Materials of Instruction in the state department of education.

● Mr. John F. Kelly, business manager of the board of education at Passaic, N. J., died at his home on October 23. Mr. Kelly has been an outstanding architect in his locality and enjoyed a long and active career. He designed the Thomas Jefferson Junior High School and the Memorial Junior High School in Passaic.

● Mr. W. W. Wilson, of Roseville, Ohio, has taken the superintendency at Millersburg. He succeeds L. C. Martin.

● Mr. Donald R. Lidikay, of Council Grove, Kans., has assumed the superintendency at Bonner Springs. He succeeds Roy A. Hoglund.

● Mr. Henry H. Hill, formerly superintendent of schools at Lexington, Ky., has been appointed assistant superintendent of schools at St. Louis.

Mr. Hill will be in charge of the hygiene and attendance divisions and will have supervision over office records, personnel, and pupil guidance. The appointment takes effect January 1, 1941.

● Mr. R. A. Ness, of Hendricks, Minn., has accepted the superintendency at Underwood, where he succeeds W. C. Soderlund.

VOGEL PATENTED SCHOOL CLOSETS

Are Money Savers

Vogel No. 10 School Closets in thousands of installations throughout the country have reduced maintenance costs, cut down overhead and practically eliminated repair bills.

Rugged construction, with fewer moving parts guarantees more efficient operation. A thorough, powerful flush on less than four gallons of water means further savings.

Furnished in two types: Vogel No. 10 (illustrated) Syphon action, vitreous china bowl, heavy bronze and nickeled brass hardware, enameled drum shaped pressure tank. Vogel No. 10-A, same specifications as No. 10 except for concealed pressure tank.

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TELESCOPIC GYM SEATS

Originated by 'Medart' . . . Safe to use, safe to operate . . . An installation of Medart Telescopic Gym Seats assures absolute spectator visibility — an all important factor that will make your gymnasium pay a profit! Let us survey your gym and submit an accurate detailed recommendation. No obligation to you. Catalog upon request.

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SUPERINTENDENTS I HAVE MET

(Concluded from page 28)

the former members of his group are always shaking his hand and chattering questions at him.

To himself, this type of schoolman is a self-confessed failure. He never got anywhere, or if he did he honestly feels he is not accomplishing what he should. To those who know him, and all us bookmen know a lot of him, he reminds us of the beatitude, "Blessed are the meek." His inheritance may seem slow in coming, but it rests in the hearts of his countrymen. If America continues to mean in the future as much and even more than it has meant in the past, it is largely due to the precept and example of the Christian gentlemen among its school administrators.

PUPIL PARTICIPATION IN SELECTION OF CONTENT

(Concluded from page 18)

We desire to state most emphatically that the great need of the learner is to learn facts, to interpret facts, to assemble facts, or to render interpretations and expression of thought on the basis of such facts. That certainly does not seem to indicate pupil-leadership or dictation in the selection of content and procedure in teaching.

But to voice opposition to this so-called modern theory may cause one to be branded as unsympathetic with child nature and child needs. It is likely to cause one to be thought of as cruel, arbitrary, autocratic, mean, vicious, and brutal in dealing with children. However, when sane thinking in this respect is engaged in one can readily see that no cruelty, autocracy, or harshness need be involved so long as the teacher sanely, intelligently, and wisely engages in discussion, places problems, questions, and challenges which will arouse an interest in the pupil and will cause him to raise problems for discussion and to desire to study material toward which the teacher was definitely planning to lead the child. This procedure however we hardly care to designate as pupil-dictation or even pupil-participation. It is nothing more nor less than the exercise of common sense and the judicious use of the laws and principles of psychology and of learning. *Let us say what we mean and do what we say!*

TEACHER-TENURE LEGISLATION

(Concluded from page 32)

as public servants, and their human rights should be protected, as long as they discharge their professional functions.

a) Does tenure legislation actually accomplish its purpose in protecting the human rights of teachers? Are violations numerous enough to indicate that tenure legislation is not effective?

b) If tenure legislation works, does it protect the inefficient and unfaithful, as well as the efficient and faithful?

c) Are the human rights of probationers properly protected?

Thesis 6 — A school system should operate on sound business principles.

a) Does tenure legislation render impossible any necessary retrenchment program?

Thesis 7 — If tenure legislation is desirable, it should be enacted.

a) Should there be a careful program of explanation and publicity developed and pointed to the general public, as well as to school people, before the legislature is asked to enact a bill?

b) Has such a program of explanation usually preceded tenure legislation or has the public a right to feel that the school personnel has "slipped something over"?

MOVABLE FURNITURE

(Concluded from page 34)

of opinion that the ingenious teacher can and does rearrange movable furniture to facilitate group work and to make the classroom less formal and more interesting. In secondary schools, vocational, and academic high schools, there appeared to be less reason for movable units than in the elementary schools for the reason that there are fewer opportunities or advantages in group work within a given room. The advantages of asphalt-tile flooring and flexibility still prevail.

The use of movable seating will enable the school architect to substitute asphalt-tile floors for the old type of hard-maple flooring.

At a meeting of the Committee of the Whole of the board, held on September 20, the following recommendations were approved:

1. That for kindergarten and kindergarten extension no change be made.

2. That for grades 1A to 3B, 18 two-place tables be used, facing front; and 1 worktable.

3. That for grades 4A to 6B, 36 Universals and 1 workbench be used.

4. That for all secondary schools, 40 Universal-type units be used, with the understanding that the specifications provide for either type of Universal units, in order to determine the award to the lowest bidder on either of the Universal types.

The committee approved the installation of asphalt-tile floors in all new school buildings to be erected in the future.

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SCHOOL FIRE PROTECTION—A BUSINESS NECESSITY

(Concluded from page 51)

of a sprinkler system, particularly when the alarm is relayed to a central service station from which control can be exercised promptly.

The principle of quick discovery and prompt extinguishment is being utilized by industry. In sixteen plants of the Chrysler Corporation department fire brigades have been organized, rather than a central fire brigade. The department brigades depend upon first-aid appliances for the most part. Under this system, the losses from unavoidable fires were reduced by sixty per cent within three years of its adoption.

Departmental brigades are not feasible in schools, but with prompt discovery of fire, some defensive organization is entirely practical. The first purpose is to remove children from structures menaced by fires, but this need not apply to teachers and the engineering staff. Even students of junior high school age should know how to handle first-aid appliances, and they can be drilled in the correct use of them.

What is the effect of all this upon insurance rates? It is advisable the school insurance agents or brokers arrange an interview with a fire-insurance engineer. Ask him what can be done to bring down the cost of insurance and increase the quality of fire safety in school buildings. He will make a survey of the municipal property and his recommendations may reveal the means of making considerable savings.

COMING CONVENTIONS

December 6–7. New England Association of Colleges and Secondary Schools, at Boston. George S. Miller, Medford, secretary.

December 26–28. Associated Academic Principals of the State of New York, at Syracuse. Ralph M. Faust, Oswego, secretary.

December 26–28. Illinois Education Association, at Springfield. Irving F. Pearson, Springfield, secretary.

December 26–28. Modern Language Association of America, at Boston. P. W. Long, New York, N. Y., secretary.

December 26–28. National Commercial Teachers' Federation, at Chicago, Ill. J. Murray Hill, Bowling Green, secretary.

December 26–28. New York State Association of Elementary Principals, at Syracuse. W. A. LeBaron, Schenectady, secretary.

December 26–28. Oregon Teachers' Association, at Portland. E. F. Carleton, Portland, secretary.

December 26–28. Pennsylvania State Education Association, at Harrisburg. H. E. Gayman, Harrisburg, secretary.

December 26–28. New York State Association of Secondary-School Principals, at Syracuse. L. H. Strough, Niagara Falls, secretary.

December 27–28. National Council of Geography Teachers, at University, La. F. F. Cunningham, Florence, Ala., secretary.

December 27–January 2. American Association for the Advancement of Science, at Philadelphia, Pa. Dr. F. R. Moulton, Washington, D. C., secretary.

December 29–31. Music Teachers National Association, at Cleveland, Ohio. D. M. Swartout, Lawrence, Kans., secretary.

January 4. Ohio Education Association, at Columbus. W. B. Bliss, Columbus, secretary.

January 11. Massachusetts High-School Principals' Association, at Boston. W. D. Sprague, Melrose, secretary.

January 10–11. Montana School-Board Association, at Billings. E. L. Marvin, Billings, secretary.

● Mr. Earl W. Luther, of Mayville, Wis., has taken over the superintendency at Plymouth.

● Mr. F. E. Willard, assistant superintendent of schools of Seattle, Wash., has retired after a third of a century of service. During those thirty-three years the school enrollment totaled 1,740,333. Mr. Willard was responsible for the writing of the educational platform of the schools, for the development of the demonstration school and the departmental plan, and he pioneered the descriptive report card and the self-evaluation of the work of teachers.

EQUIPPING THE CLASSROOM AS A LEARNING AND TEACHING LABORATORY

(Concluded from page 30)

tion of the need of quiet in a library, (*e*) an appreciation of the need to handle books carefully, (*f*) some appreciation of illustrations, (*g*) a greater appreciation of school and public libraries, and (*h*) the beginning of an ability to evaluate books.

Stimulating Personal Growth

Naturally the language values of such experiences are also great. There is steady growth in conversation, discussion, storytelling, making announcements, and reporting. Children learn to write real invitations, riddles, stories, and "thank-you" notes, to proofread what they and others write, and to express themselves through construction, drawing, painting, and dramatizing.

In such activities integration of personality is aided by permitting the child to follow his own interests, to create according to his ability, to make his own decisions in purposeful activities.

The well-equipped elementary schoolroom permits of the widest variety of group and individual work. — Keystone Photo.

The use of encyclopedias and reference books. At least one complete set of general encyclopedias, such as Compton's should be included in every elementary library. Other reference books on particular subjects like music, art, historical happenings, nature, inventions, etc., should be as numerous as possible — books suitable to the age and understanding of a particular grade, of course. But merely having such books in the library is not enough. The teacher or the librarian will have to help the children to develop, as the need arises, book-using skills such as the following:

1. Opening a new book.
2. Using the card catalog.
3. Finding books arranged on shelves.
4. Making use of the title page, table of contents, and index.
5. Judging the value of a book.
6. Looking up a subject in an encyclopedia.
7. Taking notes.
8. Recognizing sources of information.

Most children will find need for such knowledge throughout their lives, and it is indeed true that "the half of knowledge," as one philosopher says, "is to know where and how to find knowledge when you need it."

The dictionary habit. The New Jersey course of study on the teaching of English says: "The dictionary is the one single reference book that is or should be in every school, if not every schoolroom. It is not a dreary, prosy volume full of unreadable hieroglyphics to be consulted rarely and then only under compulsion. It is a volume of delight, of wonder, of surprises, a treasure store of information, full of fantasy as well as fact, a fortress behind which one may entrench himself and defy the world." And such is the attitude we desire our pupils to hold toward the dictionary.

Using the Equipment of Other Rooms

Very often the teacher, especially in the upper elementary grades, does not need to limit herself to problems and projects that originate or can be completed in her own classroom. Children may start and complete projects at home, in the industrial-arts and home-economic laboratories, and in the geography, art, music, and other rooms. The essential thing is the project, regardless of where it starts or where it is finished. No classroom can possibly be large enough to house all the activities of thirty or forty industrious boys and girls creatively engaged in expressing themselves in all sorts of media.

Thus Bonser[3] repudiates the old idea of manual training and says that the work relates to the selection and use of supplies and products of all kinds and to the understanding and appreciation of their production, distribution, and use. He argues that for each grade there should be selected integrated units of work from each of the six large fields of industrial supplies. The six large fields are:

1. Food in all its forms from all sources — plant, animal, and mineral.
2. Clothing of all important materials and kinds.
3. Shelter and furnishings.
4. Utensils of clay, metal, wood, fibers, and other materials.
5. Records as made and kept by all forms of writing, printing, and publishing.
6. Tools and machines of all kinds for facilitating man's work and play.

Projects and units of an industrial-arts type may be made real language activities as language is to be regarded no longer as an isolated subject. It is used and taught in connection with all other subjects. The tie-up of language to industrial and fine arts is absolutely necessary if these subjects are to be made as expressional as they should be. As all forms of expression supplement each other, the activities characteristic of modern industrial arts are fraught with great possibilities for language growth. In fact, there is an industrial aspect of practically every unit that appears in the curriculum.

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[3]Burton, W. H., *Supervision of Elementary Subjects* (New York: D. Appleton and Company, 1929), Chapter XIII.

PERSONAL NEWS

● The board of school directors of Milwaukee, Wis., has approved two selections of Supt. Milton C. Potter for assistant superintendents to fill vacancies on the staff. Dr. William H. Lamers, director of the Marquette University School of Speech, and Supt. L. P. Goodrich, of Fond du Lac, have been elected for terms of two years each.

● Supt. Vierling Kersey, of Los Angeles, Calif., has been re-elected for a four-year term.

● Mr. A. D. St. Clair, of Washington C. H., Ohio, has been appointed field agent in the division of finance of the Ohio State Department of Education.

● Mr. Channing T. Sanborn, for 25 years superintendent of schools at Tilton, N. H., died on October 11, at the age of 65.

● The high school faculty and the board of education of Elkhorn, Wis., recently tendered a dinner to Charles A. Jahr, who is beginning his twenty-fifth year as superintendent of the Elkhorn schools.

● Mr. Richard D. Squires, a former professor at Eastern State Teachers College, and later superintendent of schools at Whitesburg, Ky., died suddenly at his home, on October 18.

● Mr. George G. Malcolm, for 25 years superintendent of schools at Sault Ste. Marie, Mich., d'ed of heart disease at Ann Arbor, on October 26. He was a former president of the Michigan School Superintendents' Association.

● Mr. Howard Burnett, of Vina, Calif., has been appointed to the board of school trustees of the Corning Union School, at Corning, Calif. He will fill the unexpired term of Mr. G. W. Roney, who has resigned.

● Mr. George E. Jones, of Plainfield, Wis., has assumed the superintendency at Mayville. He succeeds E. W. Luther.

After You Choose a Motion Picture Projector —WHAT THEN?

The answer depends on what projector you choose!

RESULTS you get with a projector depend largely on *who makes it.* First, because good work can't be done in visual education with a mediocre projector. Second, because so much depends on after-purchase service.

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Remember also that clear, brilliant, rock-steady, *theater-quality* reproduction of sound and picture is essential to achieve your objective. Here again the Bell & Howell experience in producing Hollywood's professional equipment since 1907 contributes the extra, *hidden value* you cannot get in other projectors. Bell & Howell Company, Chicago; New York; Hollywood; Washington, D. C.; London. *Established 1907.*

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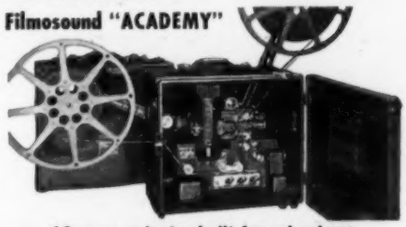

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After The Meeting

STORIES FOR SPEECHMAKERS

Three-Inning Pitcher

Two boys were attending a baseball game and discussed the relative value of the players.

Said one youngster: "The trouble with Smith is that he is a three-inning pitcher, and the game is always longer than that."

In so many activities of life it is the three-inning pitcher who loses.

How Did He Look?

Dr. W. W. Carpenter of the University of Wisconsin relates that a Missourian who was most proud of his state thought he recognized a tall spare individual whom he met in a New York hotel.

"Your face is familiar," he said. "Aren't you from Missouri?"

"No," said the tall, spare man. "I look so bad because I've just been very sick."

For Any Age

An intelligence test: "A bus driver went over the crossing when the lights were red against him. The policeman watching the crossing did not even caution the bus driver. How was that? (Answer below for those who require it.)

Ans: He was walking.

Good Question

A farmer visited his son's college.

Watching students in a chemistry class he was told they were looking for a universal solvent.

"What's that?" asked the farmer.

"A liquid that will dissolve anything."

"That's a great idea," agreed the farmer. "When you find it, what are you going to keep it in?"

Considerate

Student: "I don't think I deserve a zero."

Professor: "Neither do I, but it's the lowest mark I'm allowed to give." — Boys' Life.

The teacher is the backbone of American Education. — *Caroline Zachry.*

The most difficult job in any school even though it may be the pleasantest is teaching bright pupils. — *John L. Tildsley.*

A good definition by an eleven-year-old of a "dry book" comes from St. Nicholas Girls' School, Bristol: "A dry book is a book that hasn't got any sense in it. Children didn't ought to read them, only grownups." — *Teachers' World.*

In New York

Percival Green, eight years of age and son of a haberdasher, was called upon by the teacher to answer an arithmetic problem.

"Percival," asked the teacher, "if I were to sell you one suit of clothes for exactly ten dollars — what would you pay for ten suits?"

The young pupil eyed the teacher cagily.

"Eighty dollars," he replied.

The teacher frowned.

"Eighty dollars!" she repeated. "Why, you can't be serious!"

Percival shrugged.

"That's my price," he stated. "Take it or leave it!" — New York American.

School Buyers' News

Bausch & Lomb and National Defense

Defending its 87-year-old record on national defense, the Bausch & Lomb Optical Company, Rochester, N. Y., the largest maker of military optical instruments, have issued a book containing a factual record of the firm's history and its patriotic service. The statement refutes attacks on the company's loyalty engendered by the indictment which charged restraint of trade in military optical instruments.

The company and Carl Zeiss were indicted by the Anti-Trust Division of the Department of Justice. The case never came to trial, but was settled by agreement and the payment of a $40,000 fine. Although the case was settled in July by common consent, recurrent attacks accusing the company and its officers of Nazi sympathies and ascribing sinister motives have continued.

In the opinion of high military authorities, the agreement between Bausch & Lomb and Zeiss, made in 1921, was beneficial to the armed services of the United States. "The flow of engineering services was all from Germany" and not from the United States. The Zeiss relationship had been unsatisfactory since 1933, and when war broke out in Europe, the American company notified Zeiss that the contract was suspended, and since then no royalties have been paid.

The company shows that the contract with Zeiss has had no effect on deliveries to the Army and Navy, nor has Zeiss had a voice in the determination of prices charged for military instruments manufactured by the company. It asserts that the firm is wholly American in ownership, management, and control, and that its record in past emergencies and its obligations in the present emergency should be convincing evidence of its loyalty to the United States.

Announce "Air-Lock" Outdoor Drinking Fountain

The Murdock Manufacturing Company, 426 Blum St., Cincinnati, Ohio, has announced its new "Air-lock" outdoor drinking fountain, which is the last word in drinking-fountain design and manufacture.

The new "Air-lock" fountain is distinguished by a modern design on simple lines which blends with present-day architectural and natural settings. It is vandalproof and troubleproof, is provided with a new side-stream bubbler and mouth guard, a simplified stream regulator, and its construction has been so durable that maintenance costs are reduced to the minimum.

School officials will be interested in this new fountain because of its troubleproof design and the durability of its construction. Complete information is available upon request.

Announce New, Low-Cost Duplicator

Rex-O-Graph, Inc., 3721-A North Palmer St., Milwaukee, Wis., has announced its Model S duplicator, the latest addition to its line.

This new duplicator, designed for schools, combines the same operating economy which has characterized the firm's earlier machines. Attractively finished in durable, sea-green finish, this machine handles all paper sizes from 3 by 5-in. post cards, up to sheets as large as by 14 inches. It is hand-operated, with a capacity of 85 to 90 copies per minute. Four or more colors can be run in a single operation from the typed, printed, or drawn copy.

The New Rex-O-Graph.

The Model S duplicator is adaptable wherever efficient, low-cost operation is desired. Complete information and prices are available upon request.

Announce Greaseproof Asphalt Tile

The Building Materials Division of the Armstrong Cork Company has announced a new greaseproof and alkali-resistant asphalt tile as a part of its asphalt-tile flooring service.

This tile, which is made in 21 different colors, is suitable for use on floor areas which are subject to the spillage of oils, fats, or grease. It is especially adaptable for use in such areas as commercial, institutional, and school kitchens, for spaces behind lunch counters, soda fountains, and the like. The tile has been subjected to long and severe tests, to determine its adaptability to the purposes intended.

The tile is available in thicknesses of ⅛ in. and 3/16 in., and in a variety of colors. Complete information is available to school boards by writing to the Armstrong Cork Company, 1208 State St., Lancaster, Pa.

New Vulcan Line of Gas Cooking Equipment

The new Vulcan Fiftieth Anniversary Streamline Gas Cooking Equipment, recently announced by the Standard Gas Equipment Corporation, New York City, represents the latest word in gas cooking equipment.

These new stoves indicate a distinct advance in design, construction, and finish, and the new Vulcadur finish is attractive and durable. A toe base adds to the appearance and keeps the ranges off the floor.

Among the distinct improvements is the new superradial fin top, with ventilated ring and lid, and the angle-drilled burner, which give increased heat, faster speed, greater economy, and wider heat distribution. The top is of nickel ferrous alloy. In addition, there is a two-compartment oven, with a removable rack, which divides the oven and doubles the capacity of ordinary ovens. Another feature is the Expando unit, which adds capacity and gives increased flexibility at low cost.

The firm also manufactures a line of complete cooking units, including combinations of various ranges, broilers, fryers, and Expando units. A catalog describing the new Vulcan line will be sent to any school official, who will write to the Standard Gas Equipment Corporation, at 18 East 41st St., New York City.

New Skilsaw Compact Belt Sander

The Skilsaw Company, 4751 Winnemac Ave., Chicago, Ill., has announced a new lightweight belt sander, called the "Zephyrplane Junior," which is small, compact, and highly efficient for school shops or the homecraftsman.

The "Zephyrplane Junior" has been designed to insure perfect balance so that uniform pressure may be applied over the entire sanding area to produce a perfectly smooth, ripple-free surface, faster and more easily than by hand sanding. Among its special features are a die-cast aluminum frame for lightness and strength, ball-bearing construction, and a powerful, sturdy motor. A variety of belts are available for adapting the tool for use on wood or metal, for removing varnish, and for polishing.

New Junior Zephyrplane.

Complete information is available upon request.

BUYERS' NEWS

New Opera Chair Added to "National" Line

The newest creation in the "National" line of seating equipment is the modern, streamlined opera chair illustrated here. The very latest in a full line of auditorium chairs, it combines all the finer points of the others to become the perfect opera chair.

The chair has full-length, semi-steel side panels that offer greater protection to the seat when it is in a raised position. The back and deep-

New "National" Steel Frame Opera Chair.

spring seat mold perfectly to the individual's body, offering the greatest comfort known in auditorium chairs.

Beautiful to look at, comfortable to sit in, and easy to maintain, this chair fills the bill completely for schools, public halls, and theaters. For further information, write the National School Equipment Co., Port Washington, Wis.

Valuable New Booklet on Writing Specifications

School authorities, contemplating a new school building or a remodeling program, will be interested in a new booklet, "Your Specifications, an Asset or a Liability?" This booklet gives detailed and unbiased information on writing specifications for the purchase of materials or equipment for schools. The information is valuable because it has long been a difficult problem for school authorities to obtain the materials or equipment they want at the lowest cost.

This booklet explains briefly and simply the four recognized types of specifications. It tells how school authorities and architects can retain purchasing power in their hands in order to secure, at a reasonable price, quality products or materials which will insure the results they anticipate.

The booklet will be sent gratis to any school official who will write to Dept. N, Herman Nelson Corporation, 1824 Third Ave., Moline, Ill.

Announce Victor Visual Edu-Graph

The Victor Animatograph Corporation, Davenport, Iowa, has announced its new Visual Edu-Graph, which makes it possible for the first time to accurately determine the visual-aid requirements of the schools. Through this service it is also possible to establish economical starting budgets in visual-aid equipment.

The Victor Visual Edu-Graph is a series of comprehensive charts, which point the way to savings and wider utility in the purchase of both films and equipment. The plan has been tested for two years and its success is the outgrowth of nine years' experience of more than 200 Victor school consultants.

School authorities will be interested in this visual-aid service. The service is complimentary and will be mailed promptly upon receipt of a request from a superintendent, a principal, an administrator, or a school-board member.

Bradley Announces New Fixture Cleaner

The Bradley Washfountain Company, Milwaukee, Wis., has announced a new cleaning agent called "Bradex," which has been developed especially for use in multistall showers and drinking fountains. It is suitable for use on any type fixture and can be safely used for widely differing materials. Bradex retains its effectiveness in the hardest water and readily removes soil, stain, and scum on surfaces unaffected by other cleaners. Descriptive literature and prices will be furnished by the Bradley Company upon request.

Michigan Alkali Golden Jubilee

Amazing new inventions, perhaps dwarfing even the electric light, the telephone, the automobile, and the radio, were predicted in the next 50 years by Mr. J. B. Ford, Jr., vice-president of the Michigan Alkali Company, as the great chemical company celebrated its fiftieth anniversary on October 18.

The celebration took the form of a dinner, given in honor of 567 veteran employees who had served the company a quarter century and more.

Announce Increase in Price for Replacement Films

Erpi Classroom Films, Inc., 35 Thirty-fifth Ave., New York, N. Y., has announced an increase in price for replacement motion-picture films to take effect January 1, 1941.

Under the new scale the price will be 12 cents per lineal foot, in place of the former price of 7½ cents from now until January 1.

The increase has been made because of difficulties in present handling, the increase in printing costs, and the costs of shipping and handling.

American Crayon Fabric Paints

The American Crayon Company, Sandusky, Ohio, has announced its latest product, the Prang Textile Colors. Formerly, it has not been practical for the individual colorist to work on fabrics for the reason that no colors were available to make the artistry permanent. With the use of the new Prang Textile Colors, it is now possible for color users in schools and at home to decorate textiles easily, economically, and permanently. The colors are sunfast, boilproof, and nonbleeding.

A free descriptive folder and prices are available by writing to the American Crayon Company.

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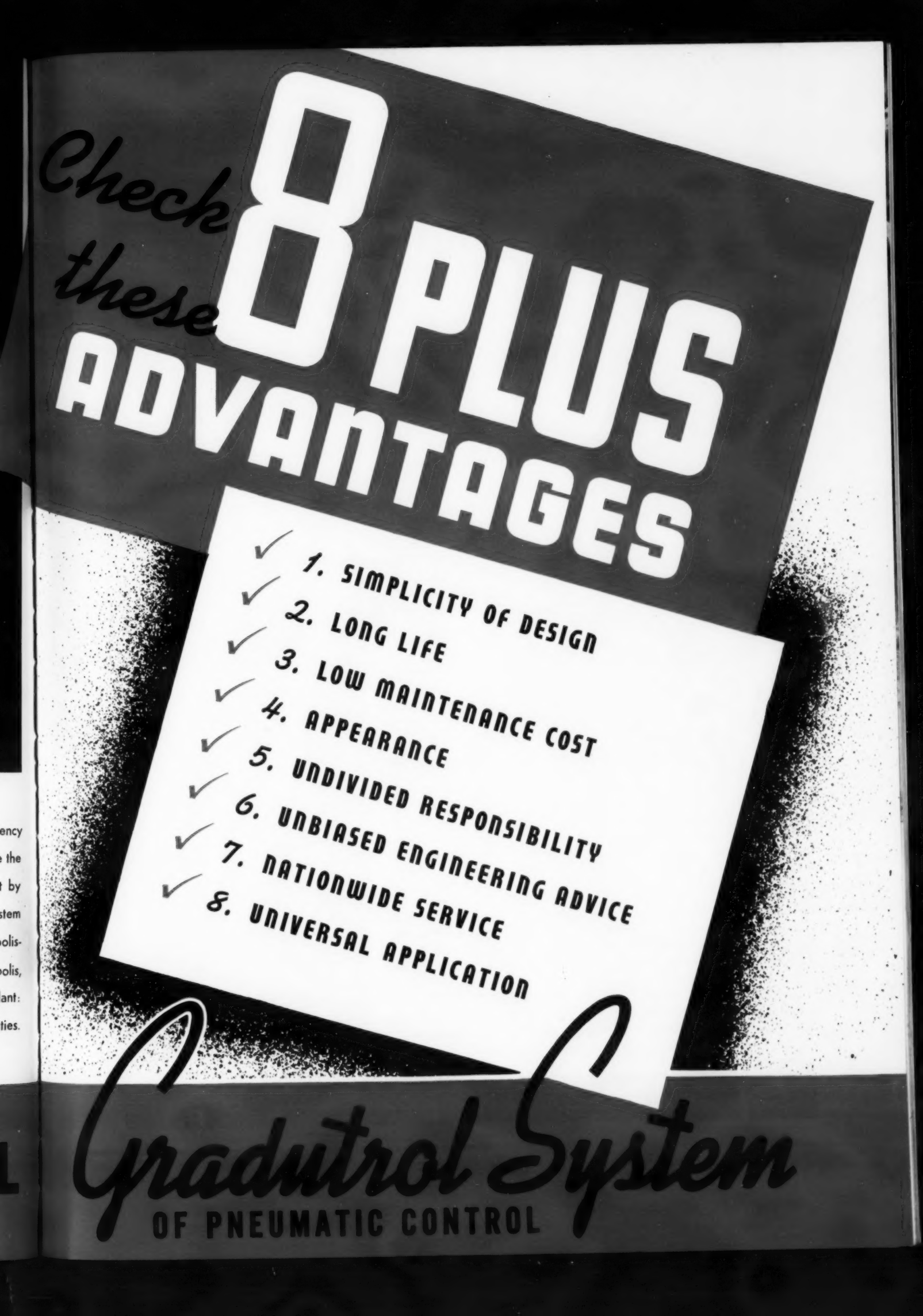
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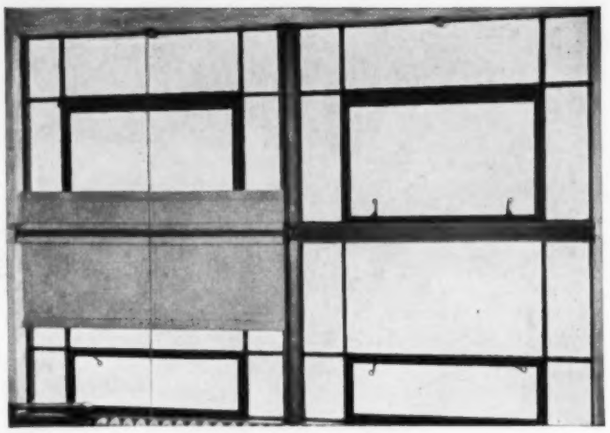

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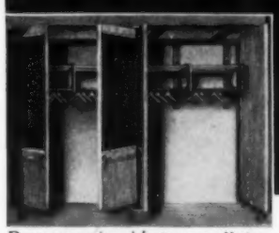

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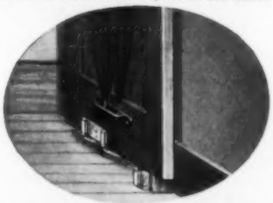

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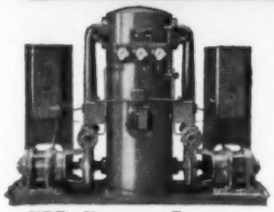

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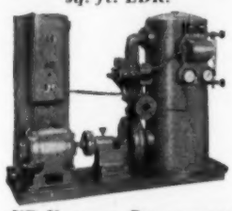

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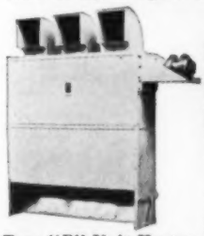

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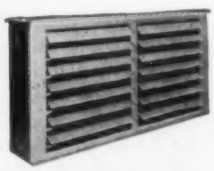

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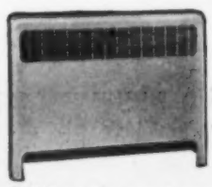

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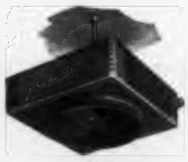

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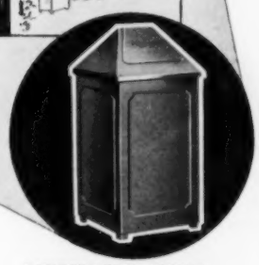

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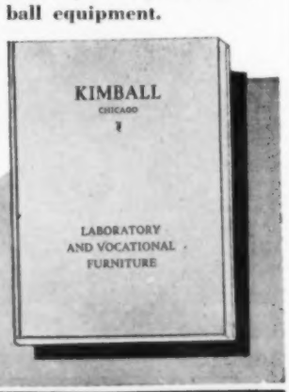

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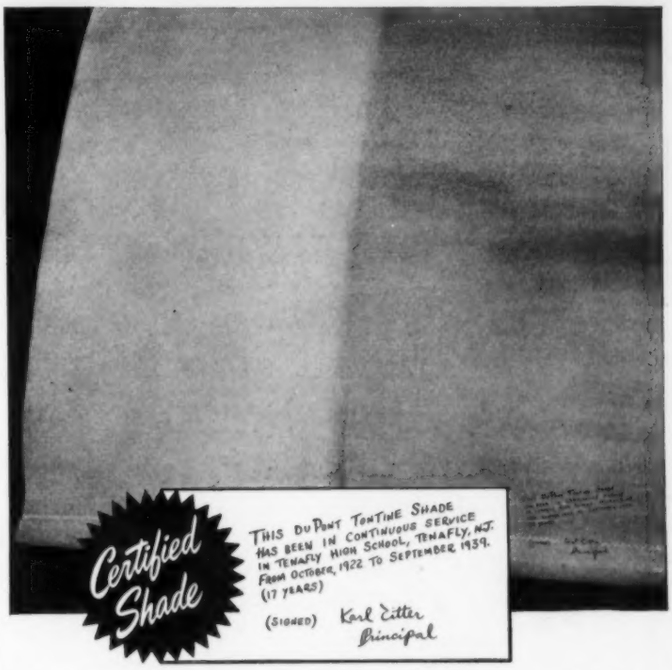
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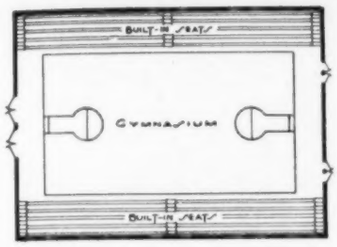

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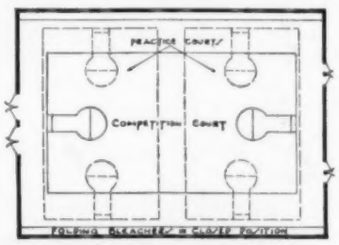

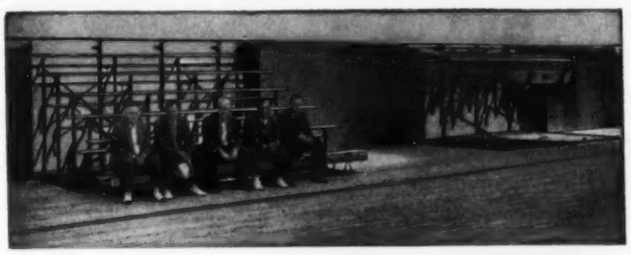

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4. To keep an orderly distribution of supplies flowing through proper channels, *that* efficiency will never be lessened.

To assure effectiveness of the defense program the internal problem of finance is a gigantic task. It must take definite and progressive budgeting to pay the bills, so *that*, at no time, will any part of the program be crippled.

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3. To furnish the equipment and supplies for pupil and teacher use, *without which*, theory teaching is futile.
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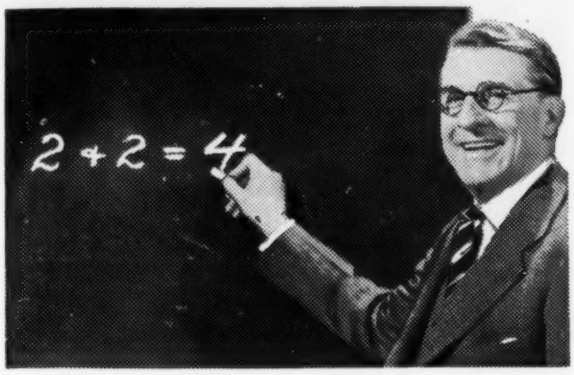

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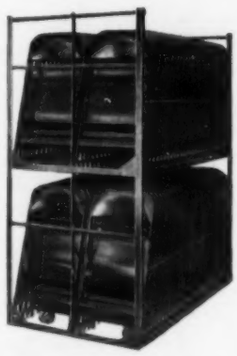

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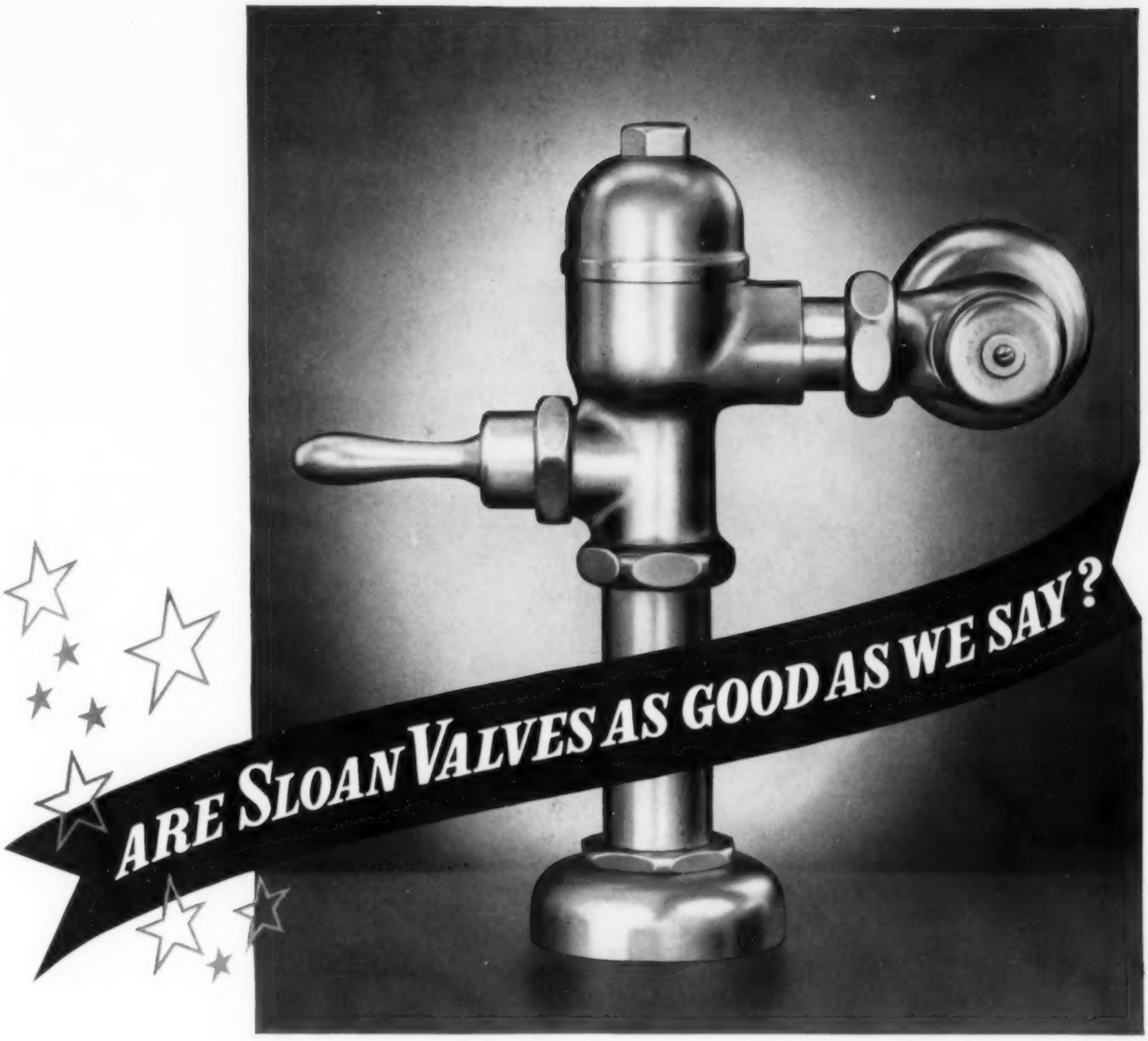

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